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ABSTRACT

The general purpose of this study is to provide preliminary evaluation and descriptive data of the remedial non-credit English course E-101 at Stout State University. Another purpose was to ascertain the number of students who passed E-101 and, subsequently, E-102A (regular Freshman English Composition) and E-102B. Six hypotheses related to the objectives of this study were tested. All students taking E-101 during the fall of 1966 and the fall of 1967 constituted the population for this study. Data for this investigation consisted of American College Testing Program (ACT) scores, grades received in English courses, and certain other information obtained from each student's cumulative folder. Most instructors see progress made on the part of the remedial students. Ninety percent of the Stout State University freshmen who were assigned to the remedial non-credit English 101 and completed it and who then took English 102A, satisfactorily completed it. Less than 10% failed the standard English course. The student who completes E 102A tends to complete E 102B with a satisfactory grade. (CK)

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The Wisconsin State Universities Consortium of Research Development

Research Report

THE EFFECTIVENESS OF A REMEDIAL COURSE IN ENGLISH COMPOSITION FOR FRESHMEN AT STOUT STATE UNIVERSITY

John B. Tokheim
Wisconsin State University - Stout
Menomonie, Wisconsin

Cooperative Research

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and the
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Director of Freshman English
Stout State University
Menomonie, Wisconsin

November, 1968

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HEALTH, EDUCATION, AND WELFARE

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Stout State University
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PREFACE

Remedial College English courses, except in junior colleges, are regarded in some circles, as subcollegiate and the students taking them are penalized in some way or another. Less than twenty years ago the marginal student in the state college and university was carefully attended to and induced to go as far as he could. But those who hold the view that remedial courses are subcollegiate contend that the caliber of entering freshmen today in 1968 is so high that we do not need remedial courses in the universities. The holders of this view may be anything but realists. We still have the same type of student (of twenty years ago with us) who needs the remedial course. Or at least so contends another circle or school of thought who hold that remedial courses may be the heartbeat of the freshmen English program and that an English Department is only as strong as its weakest link. It is true that perhaps the comparative number of students who need this special help is diminishing in the university since this type of student may be going to the junior college presently if there is one available. But the student prefers to go to the college or university rather than a junior college if he can get in. The student of yesteryear who knows he needs a remedial or refresher course in English plans to go where he can get such courses. Some yesteryear type students become terminal students in the junior college and some who take the remedial courses go into junior college transfer programs and come to the four

year institution having completed the remedial courses in the freshmen year satisfactorily and then gone on to the standard English courses and satisfactorily completed those. The remedial English student in the junior college tends to be a terminal student. The student who is assigned to remedial English in the four year college or university tends to satisfactorily complete the remedial course, go on to the standard English courses and satisfactorily complete them, and tends to still be in the four year institution through the sophomore year. There is a need to conduct a follow-up study to determine how many of the students assigned to remedial English actually receive college degrees from the four year institutions which they attend.

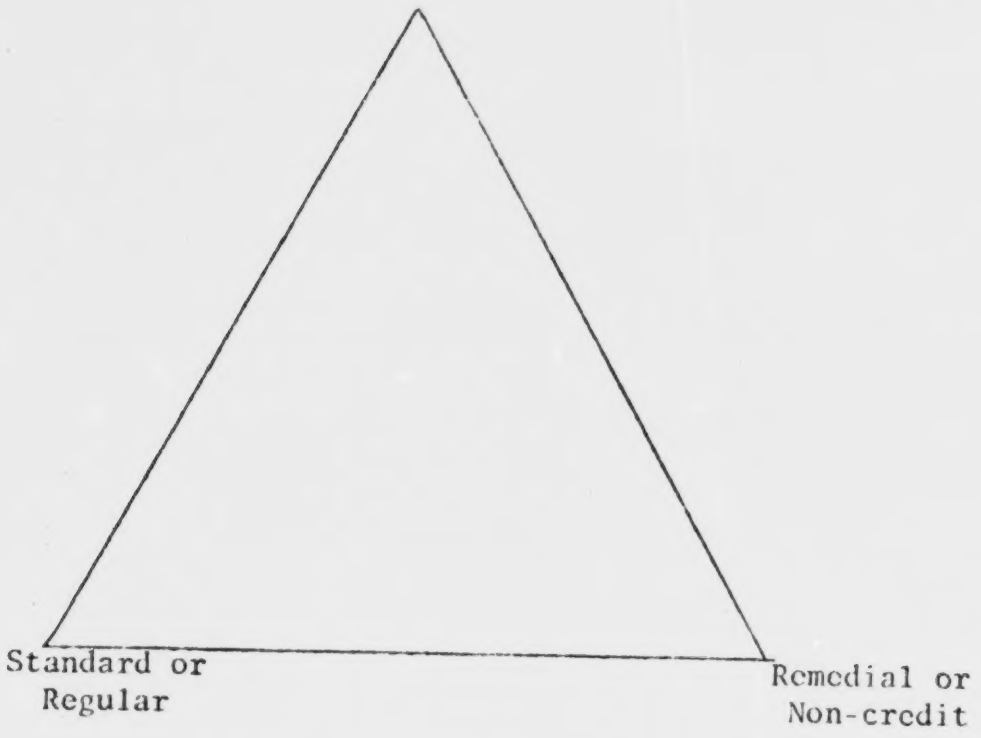
The remedial college freshman English composition course,studies show is widespread in state colleges and universities while private colleges and universities tend to show them declining. The remedial courses are on the increase in the junior colleges. This is due in part to the recognized need for such programs on the part of these colleges and some universities. Some have been forced to provide such offerings where selected enrollment is not permitted. Studies seem to indicate about 50 percent of the colleges and universities in the United States have what may be termed "remedial programs" as part of either a Department of English or General Extension or General College program.

Indications are that once a program is offered in a college, it tends to be reported favorably by those instructors involved with it. It tends to be favorably received by the administration. Approximately 50% of the instructors teaching in Remedial Courses indicated they preferred them and saw no difference between their course and the standard course in English as far as importance. Both courses were important, in other words. The remedial instructor tended to have more written papers to grade.

The remedial or non-credit English course at Stout State University began full-blown in 1966. Its creation then was due in part to the large number of student failures and unsatisfactory grades received by freshmen in the beginning standard English course E 102A. It was decided that the students were poorly prepared for expository writing adjudged to be college level; they were below college level. The emphasis was on expository writing in the standard course. Approximately twenty percent of the freshmen are assigned to the course.

Instructors frequently use standardized test scores and high school success as a means of providing predictions of student success in college courses. High school English grades alone are very insignificant for predicting success in college English especially if very little writing was done in the high school English courses. Stout State freshmen students assigned on the basis of ACT Standard Score in English (cut-off 15) received grades from A through D averages in high school English. All students with ACT English Standard Score of 15 were supposed to be assigned to the non-credit remedial English 101 Written Composition course because they were adjudged to be in need of instruction in English writing fundamentals. The non-credit course has as its chief purpose to prepare the freshman student assigned for the first credit English course (called English 102A) which is a writing course. This study showed that the non-credit course is an effective preparer as some 92% of the students who pass the course also pass the first credit course in English. The student who satisfactorily completes the course (S for satisfactory and U for unsatisfactory are the two grades given) tends to stay in college through the sophomore year at least. The course then tends to have good holding power and to insure greater success in standard English on the part of the student who stays in college.

THREE TRACKS OF ENGLISH FOR FRESHMEN
STOUT STATE UNIVERSITY



92% of those remedial students who attempt regular English pass it.

75% of those remedial students who attempt E 101 pass it.
They are not college dropouts. They continue through at least two years of college.

THE EFFECTIVENESS OF A REMEDIAL COURSE IN ENGLISH COMPOSITION FOR FRESHMEN AT STOUT STATE UNIVERSITY

INTRODUCTION

One of the practical problems facing Stout State University, as well as many other Wisconsin colleges and universities, is the inadequacy of entering freshmen in English language skills. At the university a remedial non-credit course -- called E 101 Writing Laboratory, English Composition -- attempts to prepare students scoring below a critical score (ACT Standard Score of 15 and below) on the English section of the American College Program (ACT) proficiency examination for subsequent credit courses in English.

Each year between one hundred and fifty and two hundred (150 - 200) enrolling freshmen at the university are placed in the non-credit E 101 English course. Concern has been indicated as to how many of these students:

1. survive the course E 101;
2. stay in the university and enroll in the next sequence credit English course -- E 102A;
3. withdraw from the university;
4. are academically dismissed from the university;
5. survive E 102A;
6. enroll in English 102B;
7. survive English 102B.

The Department of English at the university is especially interested in preparing the student "to write better" as this thought tends to assure, among other things, his survival at the university, and is an aid in subsequent English courses that he may take to meet the English requirement for an academic degree. No previous study had been undertaken to determine how many students survived E 101, the number of these students who enrolled and passed E 102A, and the number of these students who enrolled and passed E 102B.

CHART 1

SURVEY OF STUDENTS ENROLLED 1966-67
WHO DID NOT RETURN - SEPTEMBER, 1967

	Freshman		Sophomore		Junior		Senior		Total		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Total
Academic Dismissal	107	37	37	10	8	2	1	0	153	49	202
Transferred	71	46	26	26	9	8	1	0	107	80	187
Illness	8	3	2	4	0	1	1	2	11	10	21
Military Service:											
Enlisted	8	0	9	0	3	0	2	0	22	0	22
Drafted	2	0	0	0	1	0	2	0	5	0	5
Peace Corps	0	0	0	1	0	0	0	0	0	1	1
Financial	5	1	1	0	2	1	1	0	9	2	11
To Work	11	7	4	12	2	1	2	0	19	20	39
Marriage	0	12	0	12	0	5	0	4	0	33	33
Deceased	2	0	1	0	0	1	0	0	3	1	4
Foreign Students	5	0	0	0	1	0	0	0	6	0	6
Miscellaneous:											
Curriculum not suitable	2	2	2	0	0	1	0	0	5	2	7
Lack of motivation, disinterest, etc.	4	6	0	0	0	0	0	0	4	6	10
Dissatisfied with scholastic program	4	1	0	0	0	0	1	0	5	1	6
No report	35	23	4	20	5	3	5	1	49	47	96
TOTALS	264	138	86	85	31	23	16	7	397	253	650

Of the 148 students enrolled in the non-credit English 101 program in September of 1966 there were nine students who were academically dismissed out of a total of 144 Freshmen academically dismissed. There were 402 Freshmen students who did not return to the university September, 1967; 144 of these because of academic dismissal.

The university is concerned with the drop-out student. The student who did unsatisfactorily in English 101 also did unsatisfactory work in at least one other course. The result was academic dismissal.

The non-credit English course is beneficial to the student, and he tends to remain in the university longer. There are fewer failures in the E 102A (first required credit English course) due in part to the screening out of the weaker student. However, the non-credit student once in the regular English 102A course tends to be an "average achiever" if grades alone are considered. The properly placed E 101 student (identified by the Standard Score of 16 and below on the ACT and initially placed in E 101) tends to pass English 102A once he has passed E 101 and tends to pass English 102B; whereas, if he is placed in E 102A to begin with, he tends to do unsatisfactory work in E 102A and does not attempt English 102B as he is usually academically dismissed. The concern is then with the initial placement in the proper course. The refinement of the selection process for assignment to Freshman English resulted in this observation; however, it was not until the Fall semester 1968 that a substantial change was inaugurated resulting from this very study. The changes took place before the study was completed and written up.

E 101 Writing Laboratory

The purposes of the course are as follows:

1. To prepare the student for E 102A by assisting him in his review of the fundamentals of grammar and the rudiments of writing as dictated by his needs. These needs are determined in part by administering various diagnostic tests and critically analyzing an impromptu theme which the student writes in class.
2. To intensify the student's awareness of personal rewards accruing through purposeful writing.
3. To provide practice for the student in the analysis of his own writing.
4. To provide an opportunity for the student to practice his own writing attempts in a laboratory situation where he may be afforded competent assistance.
5. To enable the student to receive special help provided by a tutor as an extra-class activity on a voluntary basis at a location away from the classroom or laboratory.
6. To help the student to perform effectively, confidently, constructively, and graciously in his writing efforts.
7. To reaffirm the student's responsibility to use the written word with care and respect.
8. To make the student aware of sentence structure.
9. To assist the student to write correctly using acceptable English.
10. To make the student aware of good paragraph structure.
11. To assist the student to eliminate gross errors from prepared papers.
12. To assist the student to strive for deeper understanding, sensitivity, and wisdom about language.

In the main, the course requirements are as follows:

1. Each student is expected to attend each meeting of the class.

2. Each student is expected to fulfill all text and reference reading assignments. All assignments are expected to be turned in when due.

3. Each student is expected to participate in the activities that support the basic objectives of the course.

4. Each student is expected to come prepared to write in-class exercises; however, specified out-of-class writing exercises may also be expected.

5. Each student must receive a passing mark in E 101 before he is permitted to enroll in the first credit English course at the university.

6. Each student is expected to help create a wholesome climate that is conducive to economical and lasting learning.

7. Each student is expected to cooperate to the fullest extent possible in all activities and to respect the rights of the other class members.

Basic Course Outline

The sentence --- sentence mastery; elements of the sentence; fragments; sentence patterns; loose; periodic; inverted; variety; topic

Diction --- figures of speech; jargon; euphemisms; redundancy

Usage

Details of writing --- abstract, specific, concrete
techniques of developing generalizations

Paragraph development --- types of paragraphs

Vocabulary --- dictionary study; meaning; connotation; denotation; words-the-roots

Internal punctuation --- review of punctuation; mechanics

Outlining

Transitions

Use of library

Subject - verb - objective
object
complements

Parts of speech

Simplicity and clarity

Subordination

Beginning paragraphs --- the elements; Unity, coherence, full development.

Techniques of analysis

Ordering of paragraphs

Restrictive and non-restrictive elements

Models for composition

Criticizing one's own writing

Give guidance in how to study, how to take a test, how to read, how to make notes, and how to listen critically

Recognition of the deficiencies the student has in grammar and rhetoric

Learn to write clearly, simply, and directly

Purposes of the Study and Statement of the Problem

The general purpose of the study is to provide a preliminary evaluation and descriptive data of the remedial non-credit English course E 101 at Stout State University. The course was first offered in the fall semester of the 1966-67 academic year for students who scored low on the ACT English section in an attempt to prepare them for the regular English credit course entitled E 102A Freshman English Composition. The important question to be answered is:

How do E 101 students fare in E 102A?

Because the fall 1966 sections were the first sections and only a small number of students repeated the course and because the spring sections in 1967 contained fall and spring students a comparison was made with the fall sections in 1966 and 1967 only. A second question to be answered is:

How do E 101 fall sections 1966 and 1967 compare?

Another purpose of the study was to ascertain the number of students who passed E 101 and who subsequently survived in E 102A (regular Freshman English Composition) and E 102B, and to identify these students. The study attempted to determine if there is any significant difference in achievement in the subsequent course E 102A between students assigned to E 101 in the fall term and a matched group assigned to E 101 in the successive fall term or two successive fall terms. An attempt was also made to measure the efficacy of both review courses by comparing grades received in E 102A with a group of students matched for general abilities, but who had been exempted from the review course because of sufficiently high scores on the English proficiency examination (ACT, English section).

Also, the study attempted to determine the grade distribution of all E 101 students in subsequent courses E 102A and E 102B; follow each student's grade achievement through three semesters of English. This is only possible for the group who took E 101 during the fall of 1966 since the other groups have not as yet completed three semesters at the university or in English courses.

The hypotheses to be tested were:

1. There are no differences in achievement in subsequent E 102A between students assigned to E 101 in the fall term 1966 and those assigned to E 101 in the fall term 1967.

2. There are no differences in achievement in E 102A between students assigned directly to E 102A and students assigned the review (remedial) course first before proceeding to E 102A.

3. There are no significant differences in average grade achieved in E 102A and E 102B among the students assigned to E 101 in the fall of 1966.

4. There are no significant differences in the range of ACT Standard Scores in English between the students of the fall 1966 and the fall term of 1967 who took E 101 as their first college English course.

5. There are no significant differences in achievement between male and female students who satisfactorily completed E 101 in the fall terms of 1966 and 1967.

6. There are no significant differences in average high school grades received in English between students academically dismissed and those receiving an unsatisfactory grade in E 102A.

The Population Defined

All students taking E 101 during the fall of 1966 and the fall of 1967 constituted the population for this study. The samples studied were the entire populations both semesters. Since the entire population needed to be surveyed in order to identify the various aspects and problems of the study, the entire population of E 101 students was used instead of other sampling procedures.

The fall semesters respectively, 1966 and 1967, were used because the students were enrolling then for the first time. The spring semester of each academic year tends to be composed of students repeating E 101.

Only students who satisfactorily completed E 101 and who enrolled the following semester for the regular English 102A credit course were studied. Students who satisfactorily completed E 102A and enrolled in English 102B were also studied. One purpose in following the original E 101 (course originated in fall 1966) student through the sequence English courses was to see how many survived. Another purpose was to determine what grade the original E 101 student received in each of the sequence courses. These purposes were to some extent exploratory. Since most entering freshmen are required to take a specified number of credit hours of English, most take the Freshmen English Composition courses entitled E 102A and E 102B for a total of six semester hours of credit. These courses are also prerequisites to other English courses.

METHODOLOGY

Collection of Data

Data for this investigation consisted of American College Testing Program (ACT)scores, grades received in English courses, and certain other information obtained from each students' cumulative folder in the registrar's office of Stout State University. The retrieval of this information proved to be the most difficult part of the investigation due partly to the time it was collected (when final grades were being reported) and the lack of grades for some students. To minimize possible errors each student's ACT scores and grades were double checked; this proved to be a tedious job.

TABLE 2

E 101 STUDENTS, 1967-68

Number enrolled	196
Number of students passing	171
Number failing	25
Number taking E 102A	157
Number passing E 102A	144
Number failing E 102A	13
Academic Dismissals	28
Withdrew and transfers	5

RESULTS

The principal concern of this investigation was to discover the survival rate of freshmen students assigned to a remedial non-credit English course; to follow them through the Standard Freshmen English courses E 102A and B to determine the survival rates; to determine the grades in the English credit courses received by the remedial students (the remedial student receives an S - satisfactory or a U - unsatisfactory in the remedial English course; the grades being given in the Standard English courses are A, B, C, D, or F); to determine the dropout rate and cause of withdrawl from the university of those students not surviving the remedial non-credit English course; and to determine how students who are potential dropouts fare in remedial courses.

The entire population of remedial students was studied.

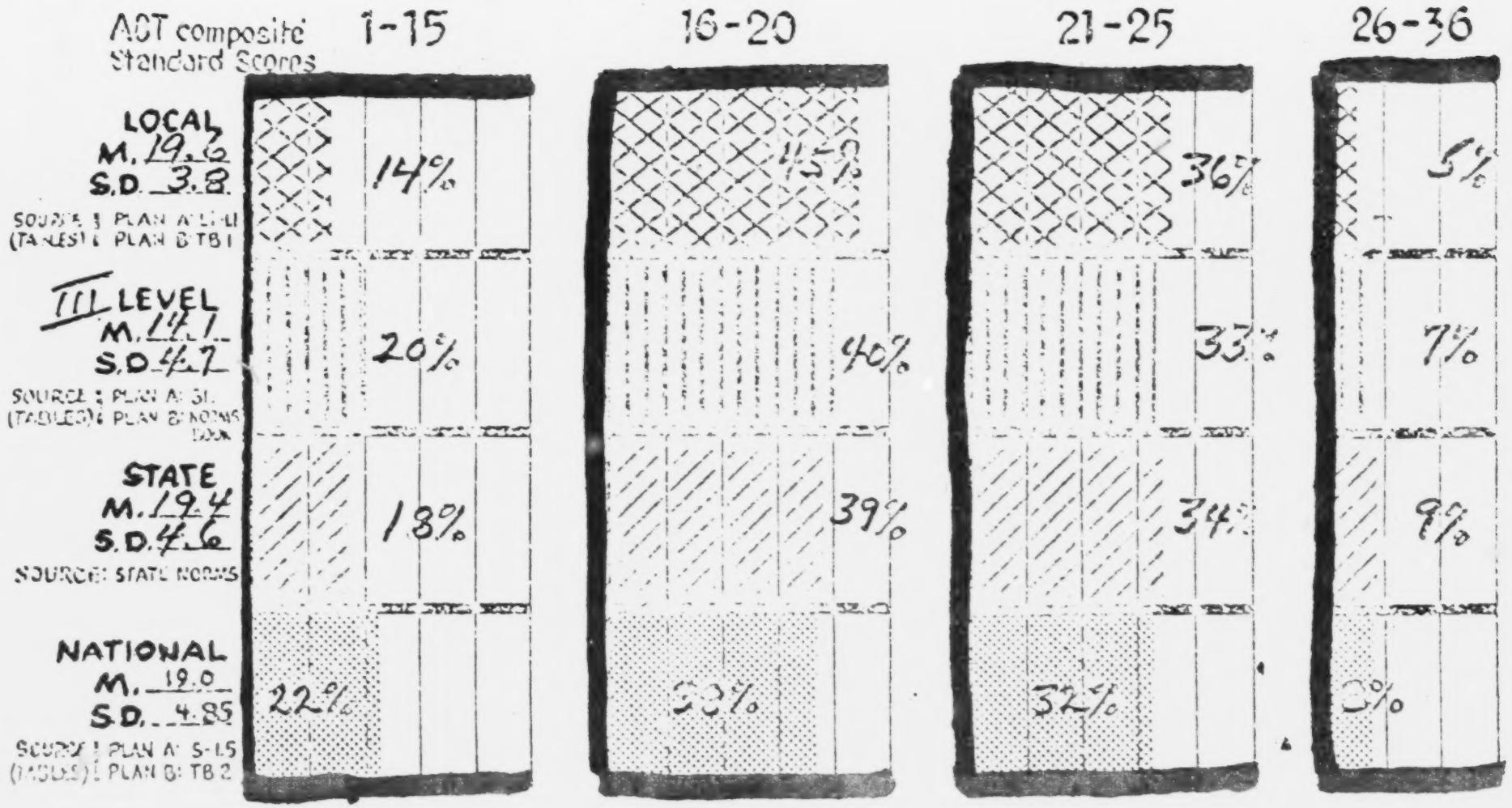
TABLE 3

STUDENTS WHO WERE ENROLLED IN E 101 NON-CREDIT ENGLISH, FALL 1966-67
ORIGINAL GROUP

Total Enrollment E 101	148	
Number who passed E 101	81	(54.7%)
Number who failed E 101	67	(45.3%)
Number enrolled E 102A	114	
Number enrolled who passed E102A	105	(92.1%
Number enrolled in E 102B	84	
Number who passed E 102B	82	(97.2%)

CHART 4

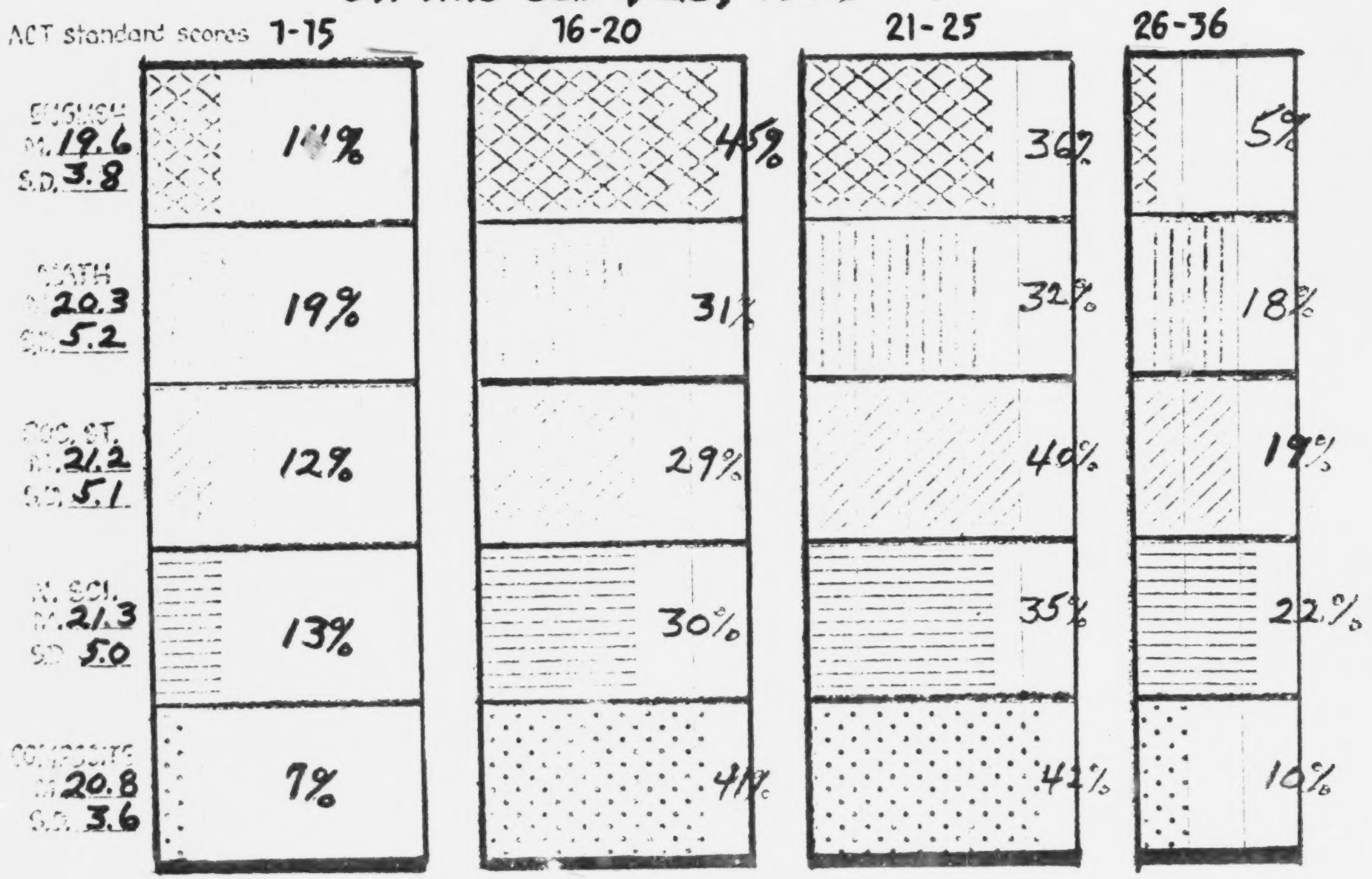
Distribution of ACT English scores



1966-67 STOUT STATE UNIVERSITY

CHART 5

Distribution of ACT scores for enrolled freshmen on this campus, 1966-67



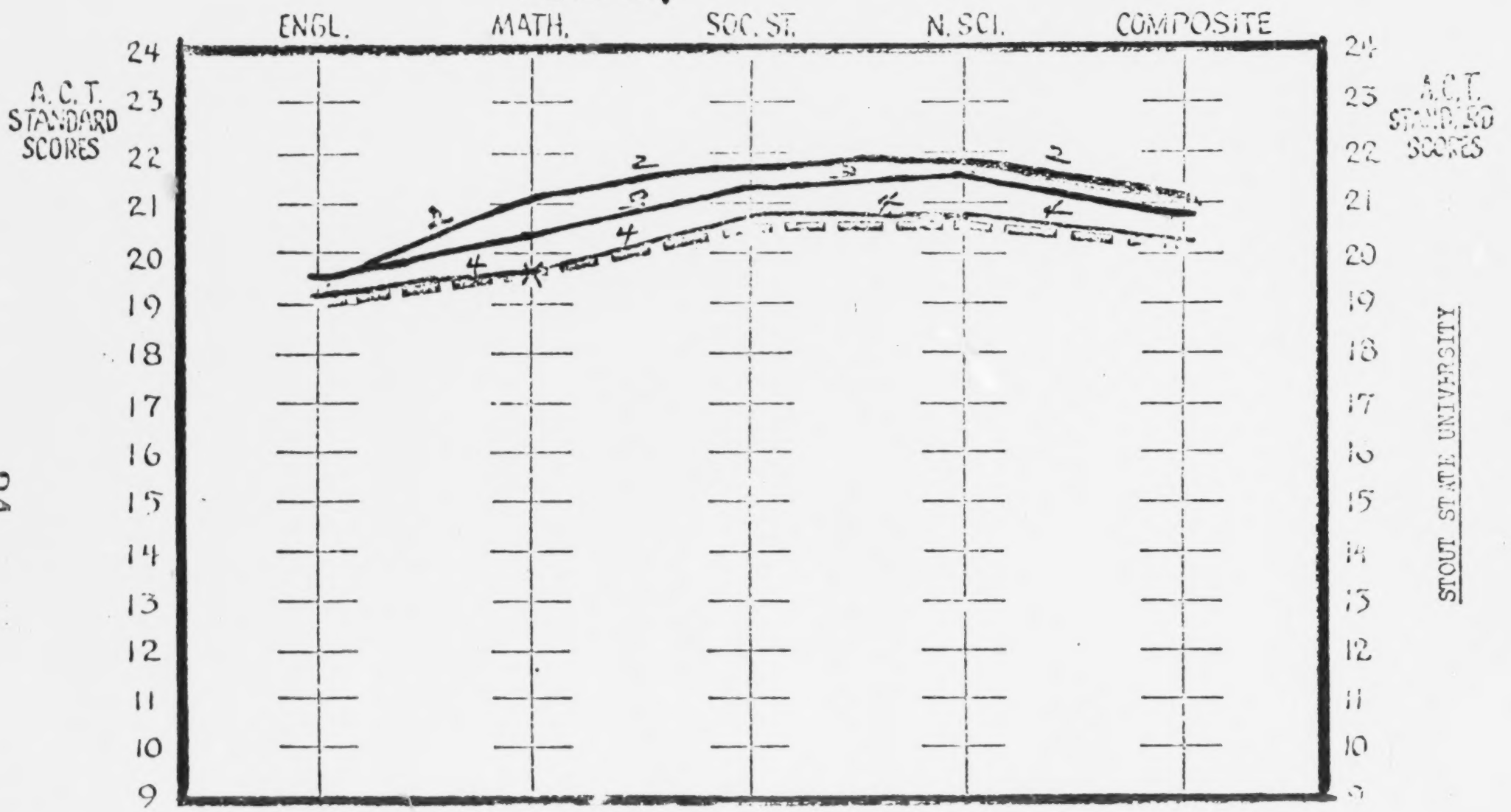
1966-67

23

CHART 6

Comparison of the mean ACT scores for freshmen enrolled on this campus in 19[redacted] with means of other groups.

66-67



	ENGL.	MATH.	SOC. ST.	N. SCI.	COMPOSITE
MEAN: NAT'L	19.0	19.6	20.5	20.6	20.1
MEAN: STATE	19.4	21.1	21.7	21.8	21.1
MEAN: LEVEL III	19.1	19.6	20.7	20.7	20.2
MEAN: LOCAL	19.6	20.3	21.2	21.3	20.8

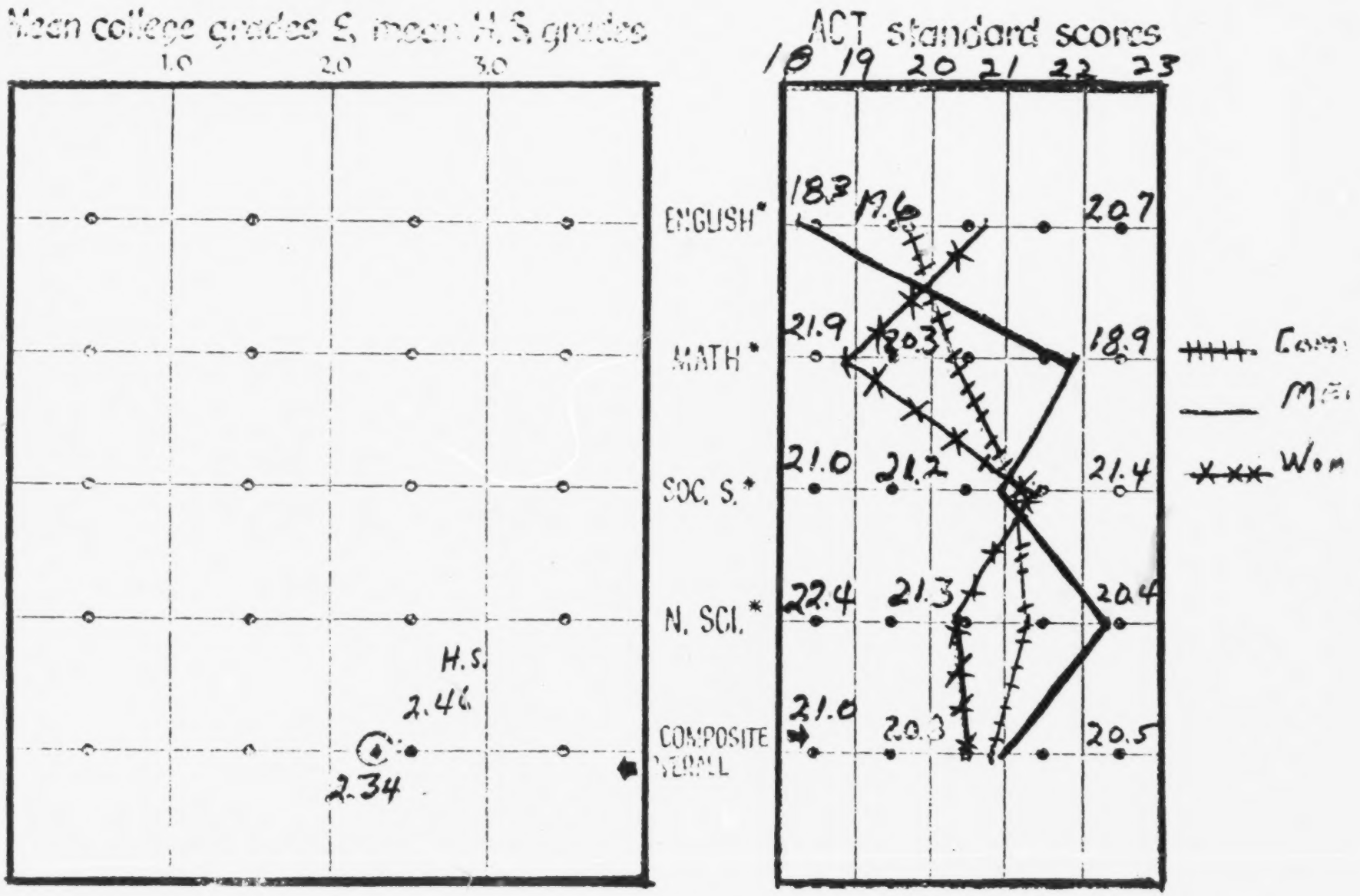
NATIONAL= [redacted] STATE=2 [redacted] LEVEL=III=3 [redacted] LOCAL=4 [redacted]

STOUT STATE UNIVERSITY 1966-67

CHART 7

Average scores and grades of freshmen on this campus

STOUT STATE UNIVERSITY



COLLEGE ▬▬ ⊙ H.S. •

1966 – 67

CHART 8

DISTRIBUTION OF ACT SCORES IN ENGLISH,

MATH, AND COMPOSITE OF 148 E 101 STUDENTS,

FALL 1966 AND ALL STOUT FRESHMEN, FALL 1966

ACT Standard Scores	1-15	16-20	21-25	26-36
English Mean				
13.2 (E 101)	84%	15%	1%	0%
19.6 (All)	14%	45%	36%	5%
Math Mean				
18.8 (E 101)	31%	34%	26%	9%
20.3 (All)	19%	31%	32%	18%
Composite Mean				
16.7 (E 101)	35%	45%	20%	0%
20.8 (All)	7%	41%	42%	10%

TABLE 9

NUMBER OF STUDENTS PASSING AND FAILING

NON-CREDIT ENGLISH, SEMESTER I 1966-67 BY SECTIONS

E 101

Section	(Failed) Incomplete	Pass	Total
1	9	7	16
3	4	15	19
4	12	9	21
5	11	12	23
6	13	12	25
7	12	11	23
8	6	15	21
Total	67	81	148

Note: Section 2 was not held

67 students or 45.3% of students taking course failed it.

81 students or 54.7% of students taking course passed it.

CHART 10

ORIGINAL GROUP

NUMBER OF E 101 STUDENTS PASSING, FAILING, ACADEMICALLY DISMISSED, WITHDRAWING FROM THE UNIVERSITY BY SECTIONS, FALL 1966

Section	Passed	Failed	Academically Dismissed	Withdrew from University	Total
1	7	9	4	1	16
2	Section Not Held				
3	15	4	0	2	19
4	9	12	0	5	21
5	12	11	6	3	23
6	12	13	1	5	25
7	11	12	0	4	23
8	15	6	0	5	21
Totals	81	67	11	25	148

CHART 11

ORIGINAL GROUP, FALL 1966
NUMBER OF STUDENTS ENROLLED E 101, E 102A, E 102B; NUMBER PASSING; NUMBER FAILING;
NUMBER SURVIVING; PERCENT OF ORIGINAL ENROLLMENT SURVIVING ALL THREE ENGLISH COURSES

Section	Original Number enrolled E 101	Number passing E 101	Number failing E 101	Number taking E 102A	Number passing E 102A	Number failing E 102A	Number taking E 102B	Number passing E 102B	Number failing E 102B	Number surviving three English Courses	Percent of Original Enrollment Surviving
1	16	7	9	11	9	2	11	11	0	11/16	68.7
3	19	15	4	17	15	2	11	11	0	11/19	57.9
4	21	9	12	15	15	0	13	12	1	12/21	57.1
5	23	12	11	17	16	1	14	14	0	14/23	60.9
6	25	12	13	19	18	1	13	12	1	12/25	48.0
7	23	11	12	19	17	2	11	11	0	11/23	47.8
8	21	15	6	16	15	1	11	11	0	11/21	52.4
TOTALS	148	81	67	114	105	9	84	82	2	82/148	55.4

CHART 12

ORIGINAL STUDENTS, FALL 1966
ORIGINAL E 101 SECTIONS: NUMBER OF STUDENTS FAILING; ACADEMICALLY DISMISSED; AND WITHDRAWING FROM THE UNIVERSITY, RESPECTIVELY IN E 101, E 102A, and E 102B and TOTAL NUMBER FAILING

Section	101			102A			102B			
	Failing	Academic Dismissal	Withdrew	Failing	Academic Dismissal	Withdrew	Failing	Academic Dismissal	Withdrew	Total Failing
1	9	4	1	2	4	1	0	2	0	11
3	4	0	2	2	2	2	0	5	1	6
4	12	0	0	0	0	5	1	1	6	13
5	11	4	0	1	6	3	0	3	3	12
6	13	1	0	1	1	5	1	9	0	15
7	12	0	4	2	0	4	0	3	3	14
8	6	0	5	1	0	5	0	3	2	7
TOTALS	67	9	12	9	13	25	2	26	15	78

TABLE 13

NUMBER OF STUDENTS TAKING E 102A AND E 102B VS NUMBER PASSING

ORIGINAL GROUP, FALL 1966

Section	Original Number Enrolled E 101	Number Taking E 102A	Number Passing E 102A	Number Taking E 102B	Number Passing E 102B
1	16	11	9	11	11
3	19	17	15	11	11
4	21	15	15	13	12
5	23	17	16	14	14
6	25	19	18	13	12
7	23	19	17	11	11
8	21	16	15	11	11
TOTALS	148	114	105	84	82

STOUT STATE UNIVERSITY

Remedial English Students

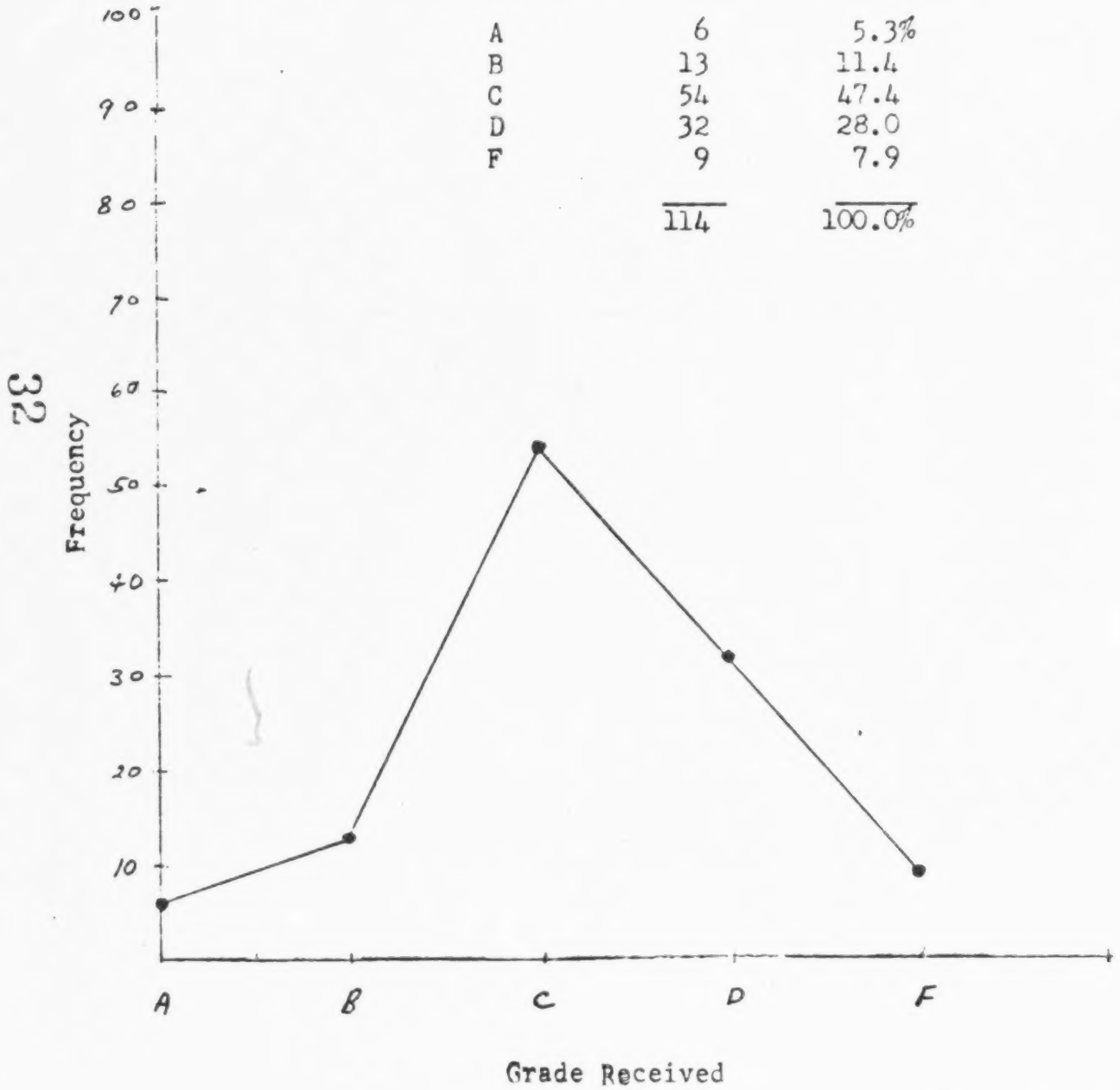
CHART 14

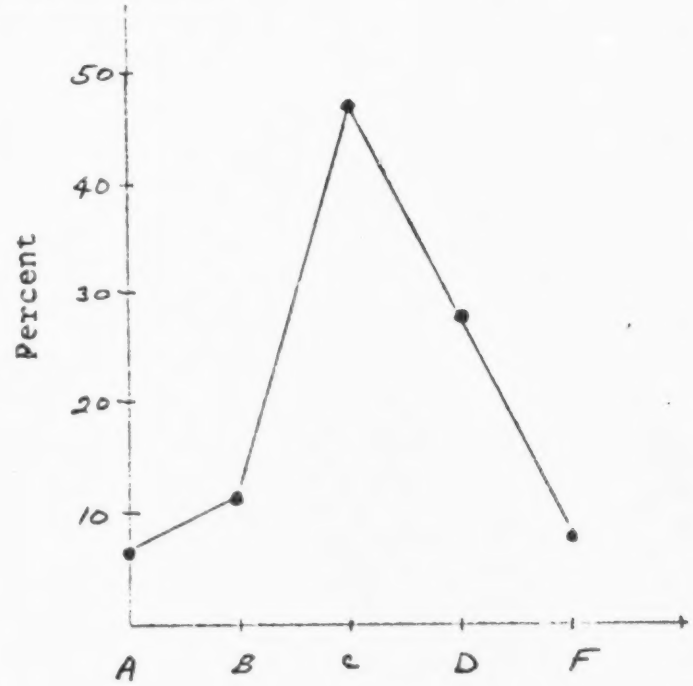
DISTRIBUTION OF GRADES RECEIVED IN ENGLISH 102A BY ORIGINAL GROUP

114 STUDENTS

Distribution of Grades

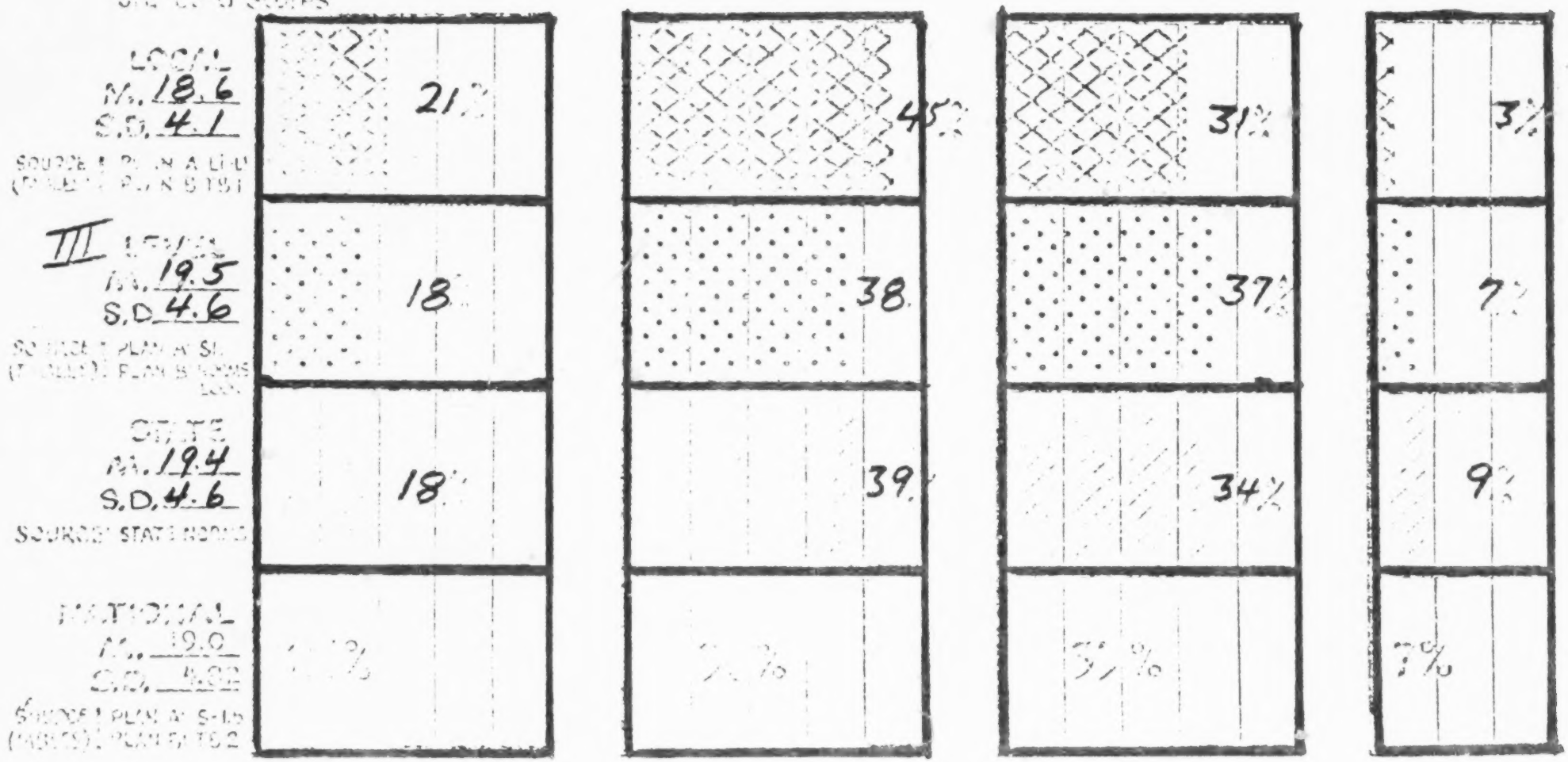
A	6	5.3%
B	13	11.4
C	54	47.4
D	32	28.0
F	9	7.9
	114	100.0%





STOUT STATE UNIVERSITY
1967 - 68

Distribution of ACT English scores



1967

33

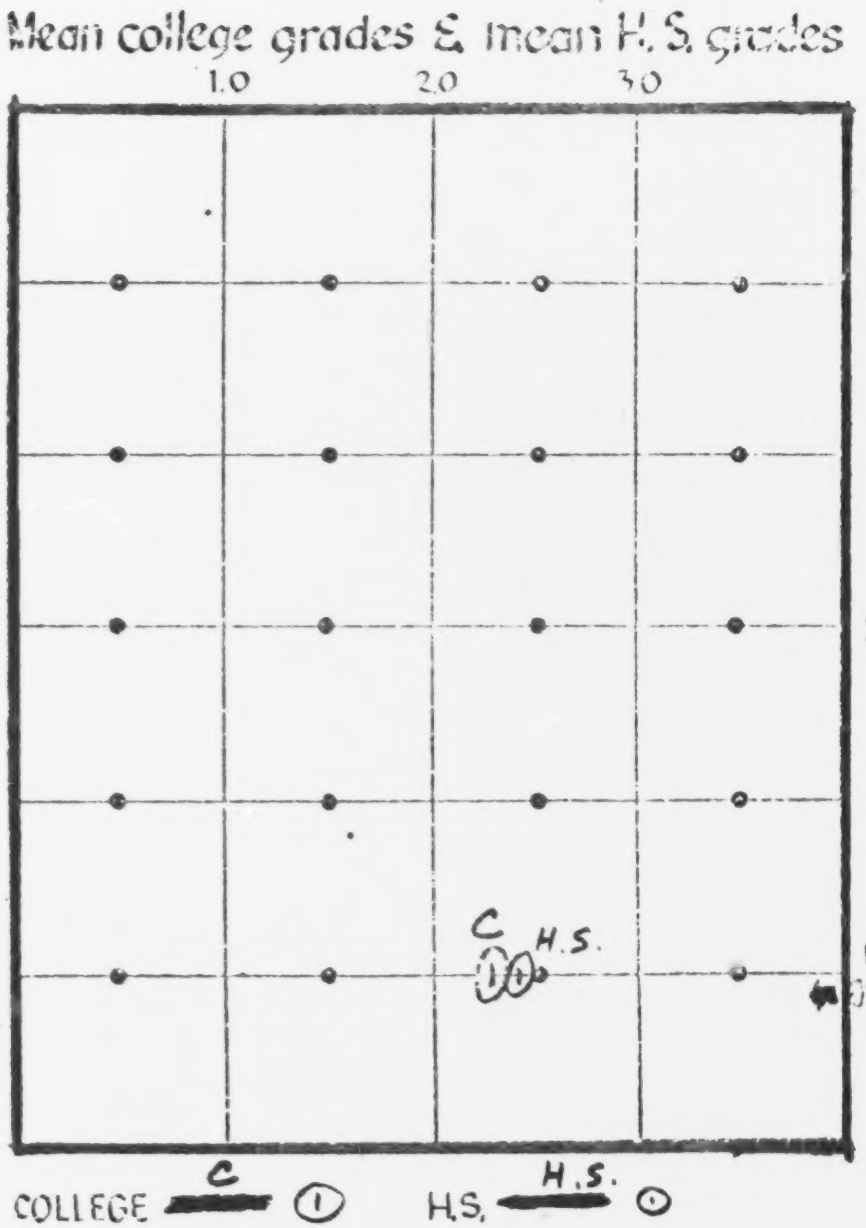
FRESHMEN 1967-68

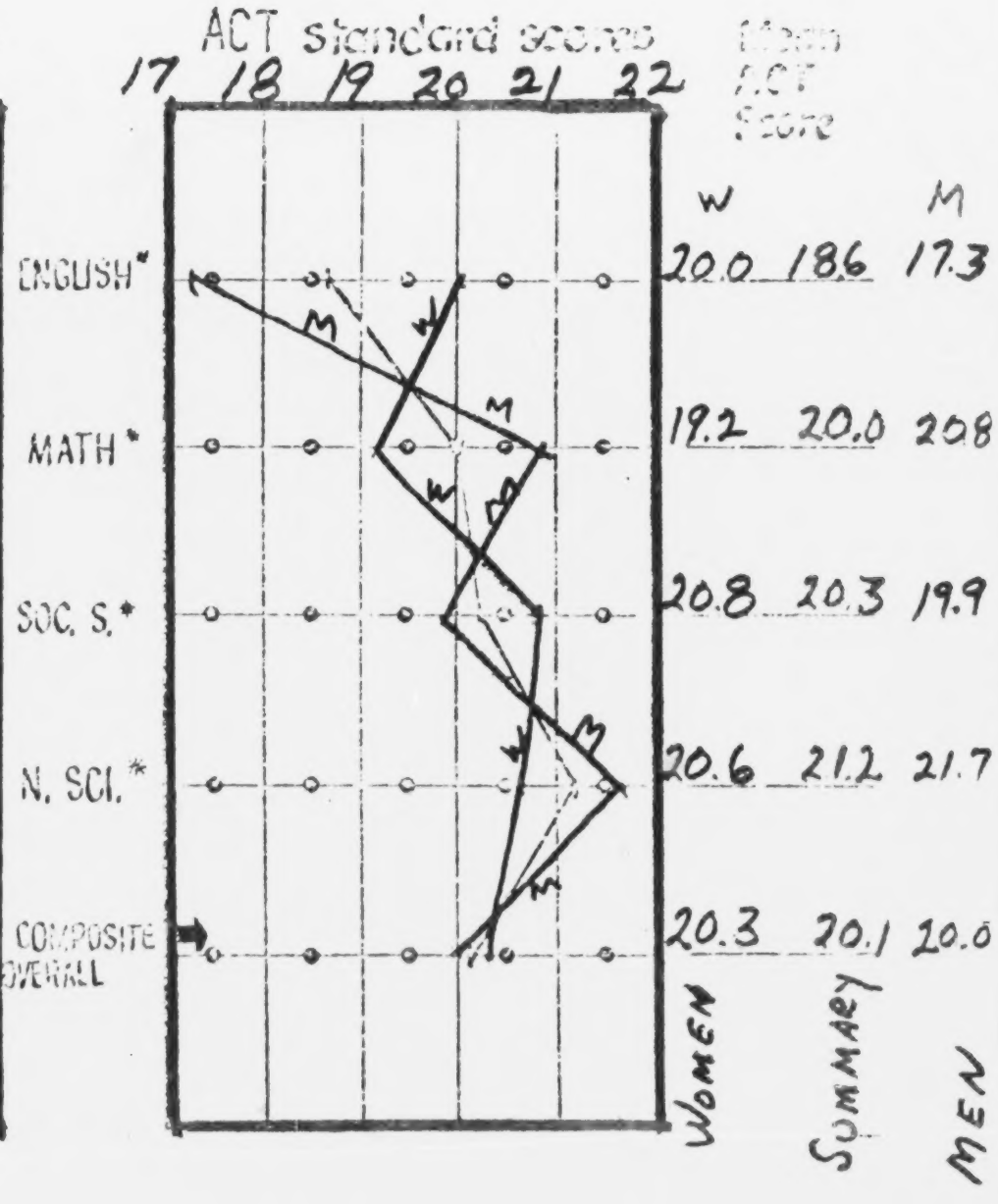
CHART 16

Average scores and grades of freshmen on this campus

STOUT STATE UNIVERSITY
1967 - 1968

Mean H.S. Grades	Mean College Grades
2.44	2.34
H. S.	COLLEGE



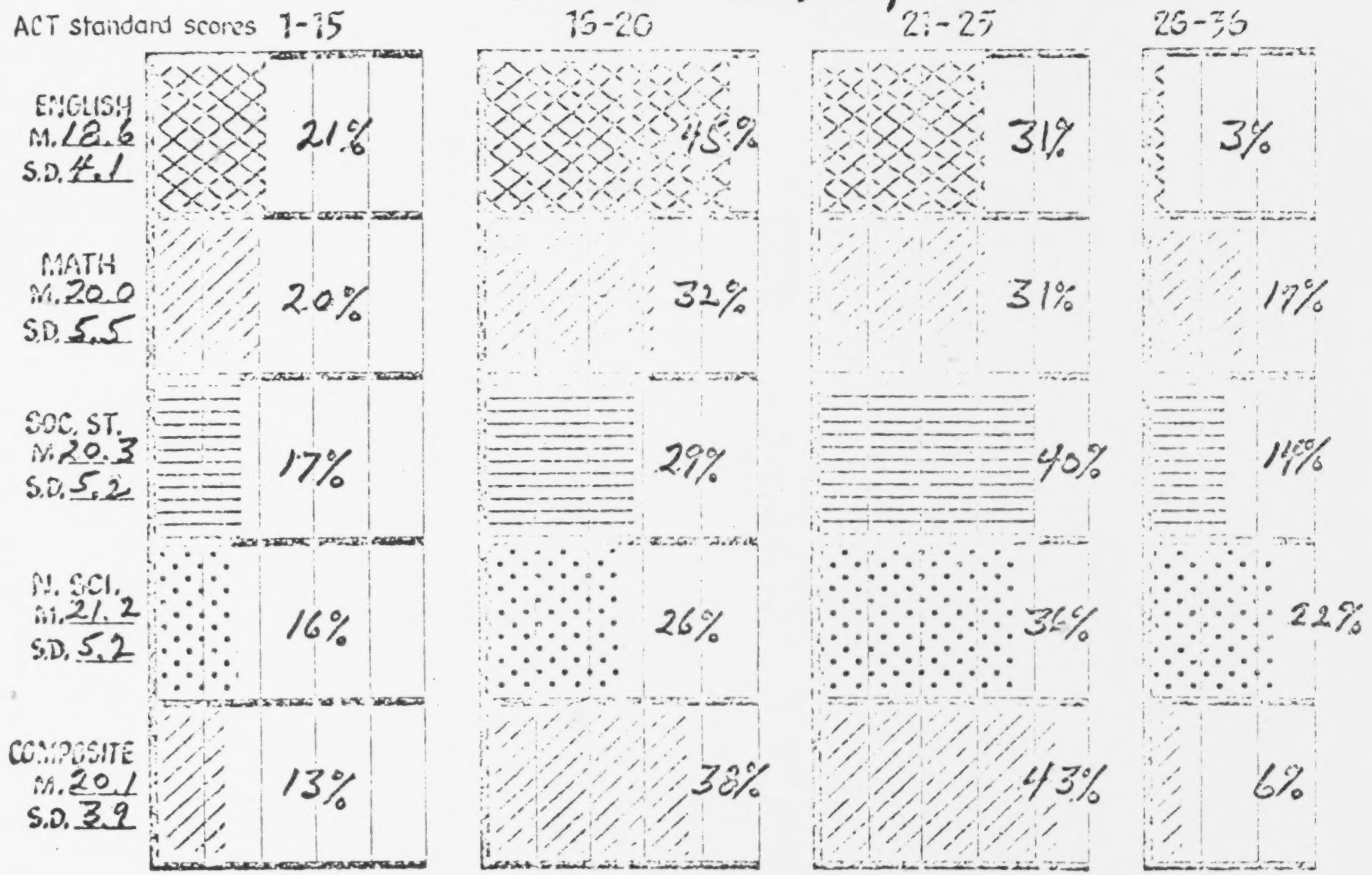


Mean ACT Score	W	M
ENGLISH*	20.0	18.6	17.3
MATH*	19.2	20.0	20.8
SOC. S.*	20.8	20.3	19.9
N. SCI.*	20.6	21.2	21.7
COMPOSITE OVERALL	20.3	20.1	20.0
	WOMEN	SUMMARY	MEN

FRESHMEN 1967-68

STOUT STATE UNIVERSITY CHART 17

Distribution of ACT scores for enrolled freshmen on this campus, 1967-68

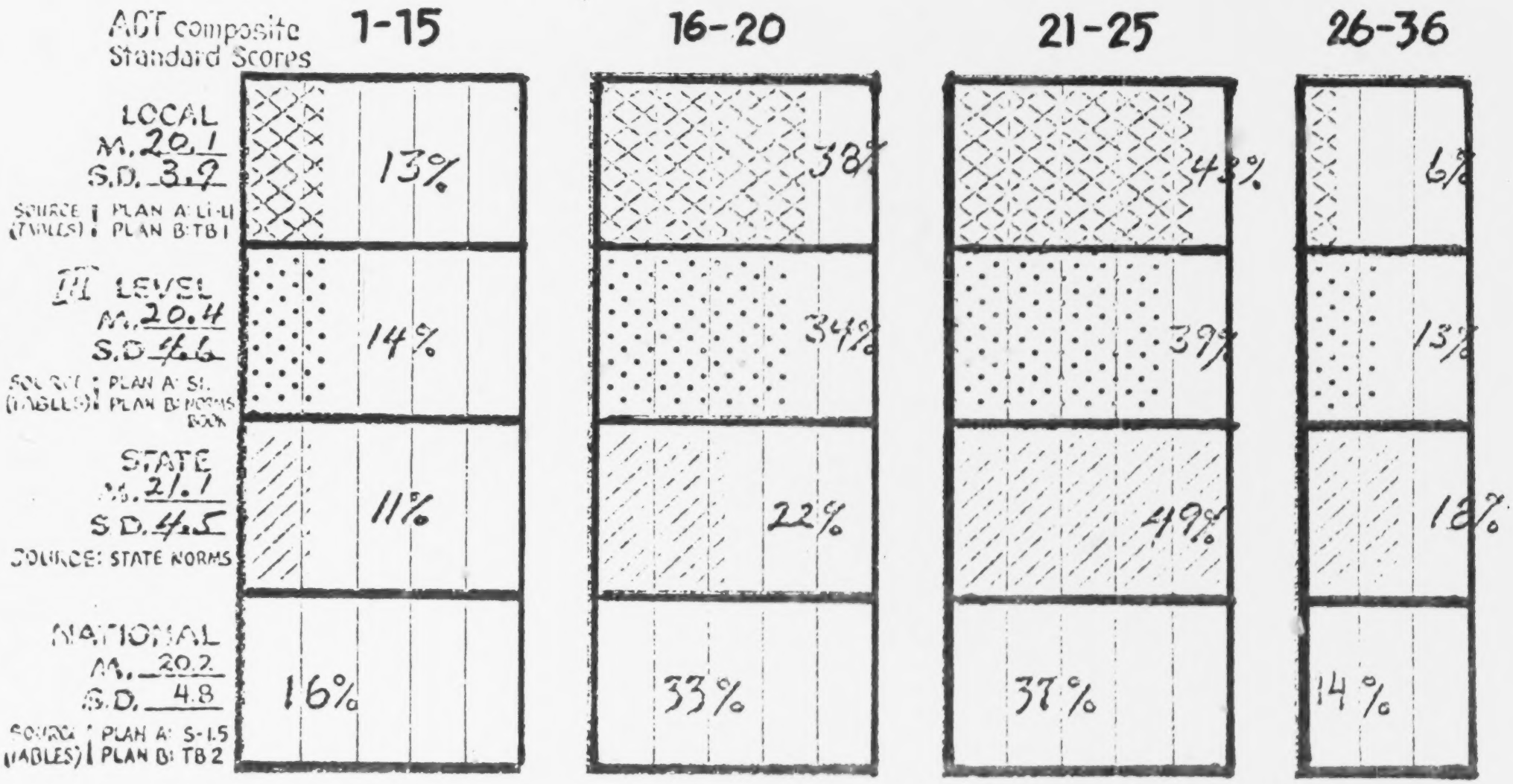


STOUT STATE UNIVERSITY

CHART 18

1967

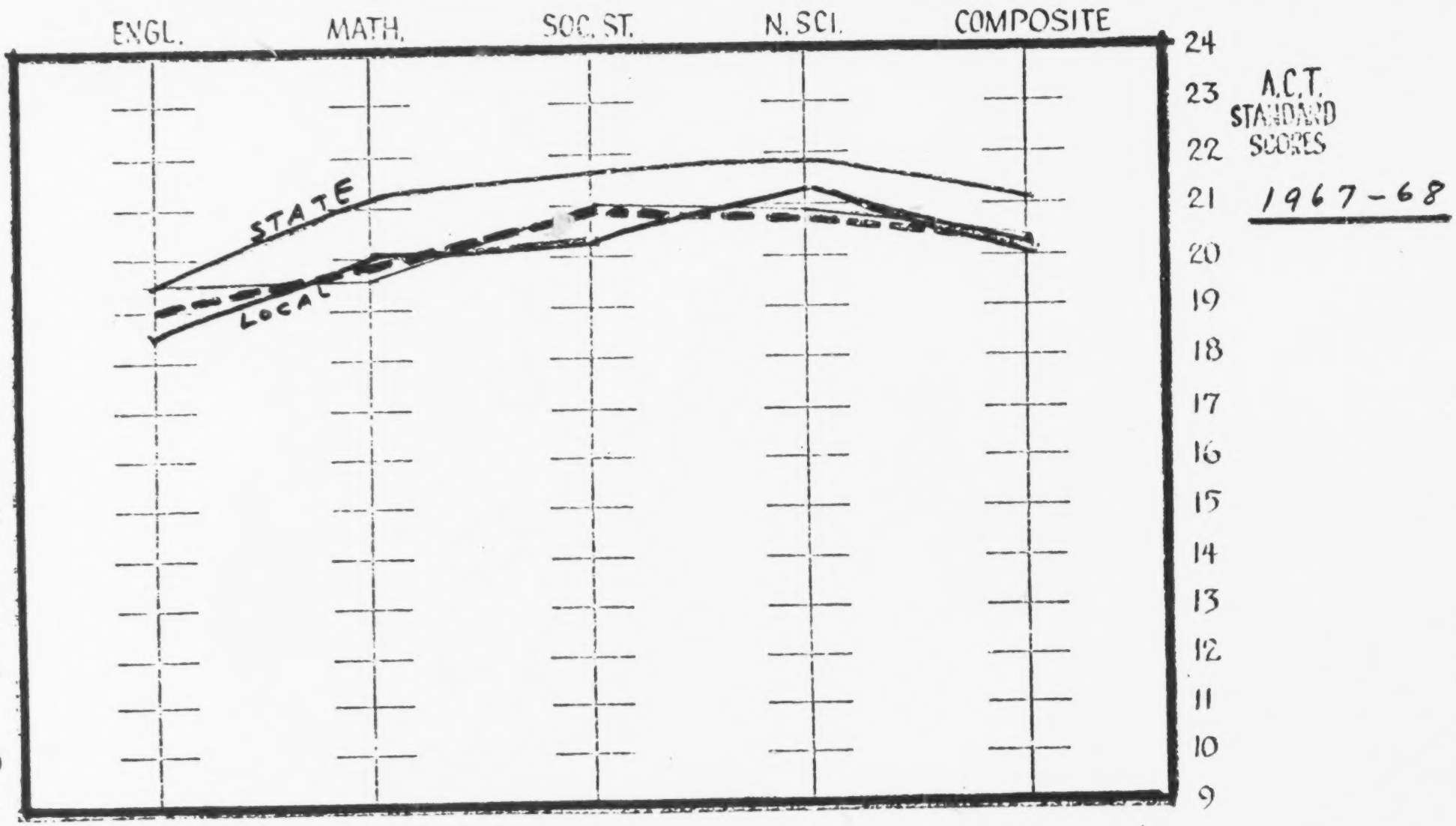
Distribution of ACT composite scores



FRESHMEN - 1967-68

CHART 19

Comparison of the mean ACT scores for freshmen enrolled on this campus with means of other groups.



	ENGL.	MATH.	SOC. ST.	N. SCI.	COMPOSITE
MEAN NAT'L.	19.0	19.9	20.9	20.3	20.3
MEAN STATE	19.4	21.1	21.7	21.8	21.1
MEAN LEVEL III	19.5	19.7	21.0	20.9	20.4
MEAN LOCAL	18.6	20.0	20.3	21.2	20.1

Stout State University

STATE = S — LEVEL III = III — LOCAL = L

CHART 20

DISTRIBUTION OF ACT COMPOSITE SCORES

TWO GROUPS, FALL, 1967

(ENGLISH 101 STUDENTS AND ALL FRESHMEN)

STOUT STATE UNIVERSITY

ACT Composite Standard Scores	1-15	16-20	21-25	26-36
Students Taking E 101 (N=185)	30.0%	25.0%	40.0%	5.0%
Freshmen Students Taking ACT (N=833)	13.0%	38.0%	43.0%	6.0%

CHART 21

DISTRIBUTION OF ACT ENGLISH SCORES

TWO GROUPS, FALL, 1967

(E101 STUDENTS AND ALL FRESHMEN)

STOUT STATE UNIVERSITY

ACT Composite Standard Scores	1-15	16-20	21-25	26-36
185 Students Taking E 101 Fall, 1967	85.0%	15.0%	0.0%	0.0%
Freshmen 833 Students Taking ACT Test Fall, 1967	21.0%	45.0%	31.0%	3.0%

CHART 22

DISTRIBUTION OF ACT SCORES IN ENGLISH,

MATH, AND COMPOSITE FOR 185 E 101 STUDENTS

FALL 1967 AND ALL STOUT FRESHMEN, FALL 1967

ACT Standard Scores	1-15	16-20	21-25	26-36
English Mean				
11.1 (E 101)	85.0%	15.0%	0.0%	0.0%
18.5 (All)	21.0%	45.0%	31 0%	3.0%
Math Mean				
17.5 (E 101)	35.1%	38.4%	22.2%	4.3%
20.0 (All)	20.0%	32.0%	31.0%	17.0%
Composite Mean				
16.5 (E 101)	43.2%	44.3%	12.5%	0.0%
20.1 (All)	13.0%	38.0%	43.0%	6.0%

Chart 22 shows Fall 1967 E 101 students are below the Stout ACT mean scores in English and Math. In the ACT Standard Score range 1-15 eighty-five percent (85%) of the students in E 101 placed. In the range 16-20, fifteen (15%) percent of the E 101 students fall. No students in E 101 fell in the respective ranges 21-25 or 26-36 because the ACT cut-off of 15 for assignment to E 101 is established. However, due principally to late registration or by student choice or assignment by an E 102A instructor 15% of the students in E 101 fell in the 16-20 ACT English score range. These students were judged by instructors as needing non-credit English in order to prepare for the first credit course in English entitled E 102A offered the first time regularly in the fall term each year.

Students in non-credit English also tend to score below the Stout mean in Math and have a Composite score below the mean. The E 101 student mean for Math was 17.5 vs. the Stout Math mean of 20.0 for freshmen; Mean Composite 16.5 by E 101 Students vs. Stout Mean Composite of 20.1.

No E 101 students had a composite score in the ACT range 26-36, but 6% of Stout freshmen had an ACT Composite score in the range 26-36.

TABLE 23

NUMBER OF STUDENTS PASSING AND FAILING

NON-CREDIT ENGLISH BY SECTIONS, SEMESTER I - 1967-68

STOUT STATE UNIVERSITY

Section	Pass	Failed	Total
1	20	1	21
2	23	1	24
3	17	1	18
4	23	2	25
5	11	6	17
6	19	3	22
7	18	4	22
8	20	5	25
9	9	2	11
TOTAL	160	25	185

160 students or 86.4% of students taking course passed it.

25 students or 13.6% of students taking course failed it.

CHART 24

DISTRIBUTION OF ACT ENGLISH SCORES

SELECTED GROUP E 101 STUDENTS, FALL 1967

1-15	16-20	21-25	26-36
N=17	N=3	N=0	N=0
85.0%	15.0%	0%	0%

DISTRIBUTION OF ACT COMPOSITE SCORES

SELECTED GROUP E 101 STUDENTS, FALL 1967

1-15	16-20	21-25	26-36
N=6	N=5	N=1	N=8
30.0%	25.0%	5.0%	40.0%

TABLE 25

FALL 1967, E 101 STUDENTS

NUMBER PASSING & PERCENT OF TOTAL,

NUMBER FAILING & PERCENT OF TOTAL,

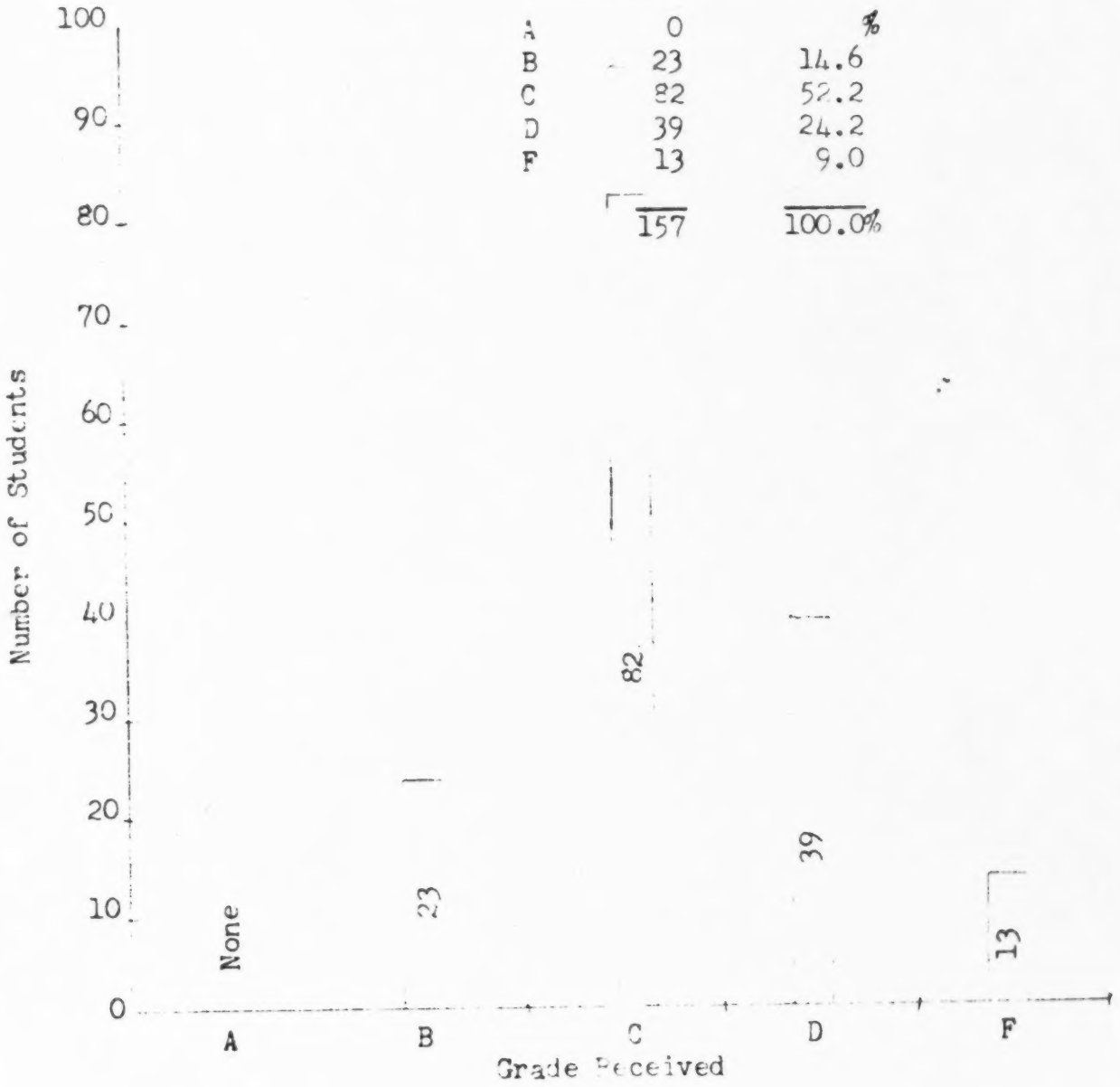
BY SECTIONS

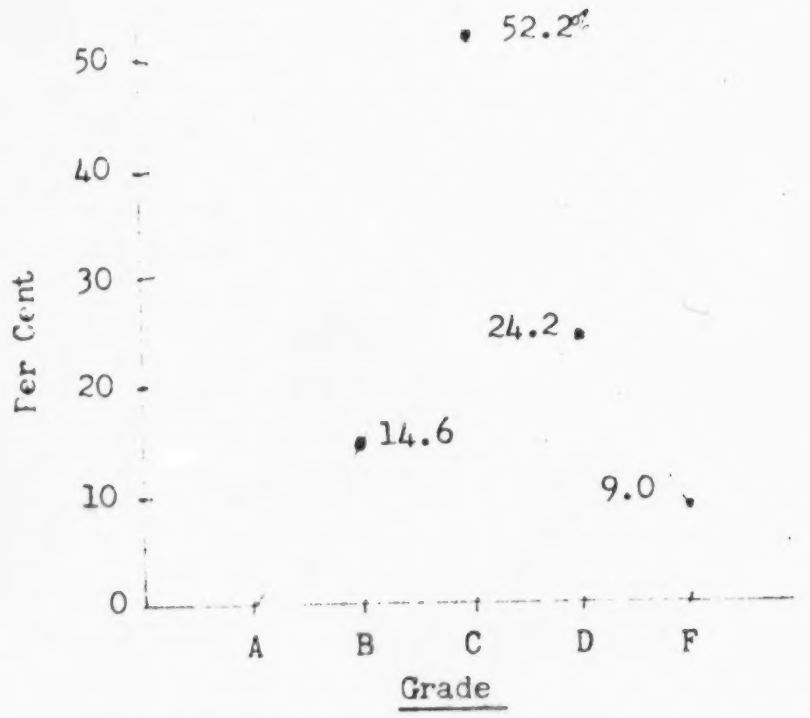
Section	Number Passing	%	Number Failing	%	Total
1	20	95.3	1	4.7	21
2	23	95.8	1	4.2	24
3	17	94.4	1	5.6	18
4	23	92.0	2	8.0	25
5	11	64.7	6	35.3	17
6	19	86.3	3	13.7	22
7	18	81.8	4	18.2	22
8	20	80.0	5	20.0	25
9	9	81.8	2	18.2	11
TOTAL	160	86.4	25	13.6	185

CHART 26

Distribution of Grades

A	0	%
B	23	14.6
C	82	52.2
D	39	24.2
F	13	9.0
	157	100.0%





DISTRIBUTION OF GRADES RECEIVED IN ENGLISH 102A BY FALL 1967 GROUP

157 Students

TABLE 27

RANGE OF ACT ENGLISH STANDARD SCORES OF FRESHMEN STUDENTS ENROLLED IN NON-CREDIT REMEDIAL ENGLISH COMPOSITION COURSE FALL, 1966 & 1967 AND GRADES RECEIVED IN ENGLISH 102A (CREDIT COURSE)
STOUT STATE UNIVERSITY

GRADE E 102A	1966 RANGE OF ENGLISH ACT	1967 RANGE OF ENGLISH ACT
B	7-21	7-15
C	12-20	8-21
D	6-15	6-19
F	5-19	8-15

CHART 28

DISTRIBUTION OF ACT SCORES IN ENGLISH, MATH, AND COMPOSITE
BOTH GROUPS E 101 STUDENTS, FALL 1966 AND FALL 1967
STOUT STATE UNIVERSITY

ACT Standard Scores	1-15	16-20	21-25	26-36
English Mean				
13.2 (1966)	84%	15%	1%	0%
11.1 (1967)	85%	15%	0%	0%
Math Mean				
18.8 (1966)	31%	34%	26%	9%
17.5 (1967)	35.1%	38.4%	22.2%	4.3%
Composite Mean				
16.7 (1966)	35%	45%	20%	0%
16.5 (1967)	43.2%	44.3%	12.5%	0%

Chart 28 shows the Fall 1967 E 101 students mean English score was 11.1 while the Fall 1966 group mean in ACT English was 13.2 or a difference of 2.1. The ACT mean Math score for Fall 1966 was 18.8 while that for the Fall 1967 group was 17.5. The composite ACT mean was 16.7 for the Fall 1966 group and 16.5 for the FA11 1967 group, just .2 difference.

The percentage of students achieving a score in the 1-15 range in English was 84% for the 1966 group and 85% for the 1967 group. This could be expected to be similar since the cut-off ACT score for placement in English 101 is 15 and below. This was used as a rule of thumb but not entirely adhered to since students were permitted to petition out of the course if they objected to being placed in a non-credit course.

A slightly higher percentage of E 101 Fall 1967 students are in Math score range 16-20 (38% vs. 34% for the 1966 group.)

The percent of distribution of students in the various ACT Standard Score ranges tends to be similar for both groups. The greatest difference (8.2) between percents is the composite mean (43.2% of the 1967 group fell in the 1-15 score range whereas 35% of the 1966 group is in the range 1-15).

The 1966 group had a higher percent in the 21-25 score range (20% vs. 12.5%) for the 1967 group. There is only a slight difference (.2) in the composite mean of the two groups, but the distribution of percent of students in the upper ranges tends to be higher for the 1966 group. However, neither group had any students in the ACT score range 26-36 composite. The tendency is for an E 101 student to have an ACT Composite Score of less than 26.

The Math means are comparable and the distribution shows the 1966 group with a slightly higher (approximately 4% in all ranges) percent of students in the upper ACT range scores 21-25 and 26-36. The 1966 group tended to reveal a slightly higher percent of students with slightly higher ACT scores. There were more students enrolled in E 101 in the Fall of 1967 than in the previous fall term. Screening of students in the second year of the non-credit course tended to be closer; the range of ACT English scores was smaller for the 1967 group.

CHART 29

NUMBER AND PERCENT OF STUDENTS ASSIGNED TO NON-CREDIT ENGLISH 101
VS NUMBER AND PERCENT SATISFACTORILY COMPLETING THE COURSE FALL 1966 AND FALL 1967
AND TOTAL NUMBER OF STUDENTS ENROLLED IN COURSE AND PERCENT COMPLETING COURSE OVER TWO YEAR PERIOD

STOUT STATE UNIVERSITY

	Fall 1966		Fall 1967		Total	
	Number	Percent	Number	Percent	Number	Percent
Official Number of Students Assigned to E 101	148	100%	185	100%	333	100%
Number of Students Satisfactorily Completing E 101	81	54.7%	160	86.4%	241	72.4%

Has E 101 saved students from dropping out of college the first semester?

CHART 30

FREQUENCY OF GRADE RECEIVED IN ENGLISH 102A AND STANDARD SCORE ACT ENGLISH
OF 22 MATCHED PAIRS OF E 101 STUDENTS FALL 1966 AND FALL 1967

STOUT STATE UNIVERSITY

English ACT Score	A	B	C	D	F	Totals
17			1	1		2
16			4			4
15			7	5		12
14			5	3		8
13			3	3		6
12			1		1	2
11			1	1		2
10				2		2
9				2		2
8				2		2
7						
6				2		2
5						
Totals Percent	0 0%	0 0%	22 50%	21 48%	1 2%	44

CHART 31

GRADE DISTRIBUTION OF E 101 STUDENTS (FALL 1966 AND FALL 1967), GRADE RECEIVED IN E 102A, TOTAL NUMBER OF E 101 STUDENTS WHO RECEIVED GRADE IN E 102A, AND PERCENT OF STUDENTS RECEIVING VARIOUS GRADES

STOUT STATE UNIVERSITY

Grade Received E 102A	Fall 1966 E 101 Students		Fall 1967 E 101 Students		Total All E 101 Students Who Received Grade E 102A	
	N	%	N	%	N	%
A	6	5.3	0	0	6	2.2
B	13	11.4	23	14.6	36	13.3
C	54	47.4	82	52.2	136	50.2
D	32	28.0	39	24.2	71	26.2
F	9	7.9	13	9.0	22	8.1
Totals	114	100.0%	157	100.0%	271	100.0%

Chart 31 shows that 50% of the students who take E 102A after satisfactorily completing E 101 receive a grade of C, while 26% receive a grade of D.

Very few (2%) students who have taken E 101 as a beginning college English course receive A's. There were none during the 1967-68 academic year, however, 8% received F's. Records show that a student who normally should be assigned to E 101 and is not, tends to receive an unsatisfactory or failing grade in E 102A. The student who satisfactorily completes E 101 has a 92% chance of passing E 102A.

E 101 as of the Fall, 1967 had enrolled 344 students. 252 students passed the course, while 92 failed. 271 students enrolled in E 102A, while 258 passed E 102A. The percentage is even higher for satisfactorily completing E 102B once the student has satisfactorily passed E 102A.

CHART 32

STUDENTS ENROLLED IN E 102A AND PASSING COURSE 1966 and 1967
AND PERCENT PASSING AND FAILING, STOUT STATE UNIVERSITY

	1966		1967		TOTAL	
	N	%	N	%	N	%
Number Enrolled English 102A	114	100	157	100	271	100
Number Passing English 102A	105	92	144	92	249	92
Number Failing English 102A	9	8	13	8	22	8

CHART 33

FREQUENCY OF GRADE RECEIVED IN ENGLISH 102A AND STANDARD SCORE
ACT - ENGLISH OF 44 SELECTED STUDENTS E 101 FALL 1967, FRESHMEN

STOUT STATE UNIVERSITY

English ACT Score	A	B	C	D	F	Totals
16			1			1
15		1	4	1		6
14		3	7	1		11
13			4	1	2	7
12		1				1
11		1	3	1	1	6
10				1		1
9			4	1		5
8		1	1	1		3
7		1				1
6				2		2
5						
Totals Percent	0 0%	8 18%	24 55%	9 21%	3 6%	44 100%

CHART 34

GRADES OBTAINED FALL 1966 AND FALL 1967

GROUPS IN ENGLISH 102A

STOUT STATE UNIVERSITY

	Number Receiving Each Grade				
GROUP	A	B	C	D	F
Fall 1966	6	13	54	32	9
Fall 1967	0	23	82	39	13
Totals	6	36	136	71	22

The total number of E 101 students receiving passing grades in E 102A was 249 for the two academic years involved, 1966-67 and 1967-68.

The total number of failures awarded to E 101 students in E 102A numbered 22.

The total number of remedial students who have attempted E 102A is 271.

Approximately 50% of these students receive C in the first credit English course (Standard Freshmen English, E 102A).

CHART 35

DIFFERENCES AMONG E 101 STUDENTS PASSING AND THOSE FAILING E 102A ON THE BASIS OF MEAN SCORES, ON THE ACT-ENGLISH TEST, BOTH GROUPS FALL, 1966 AND FALL, 1967, STOUT STATE UNIVERSITY

	Passing	Failing
Means	15.1	11.4
Passing	N = 249	
Failing		N = 22

Students passing E 102A tended to achieve a significantly higher mean score on the ACT-English test than those who failed E 102A.

Failing students tended to reflect a significantly lower mean score on the ACT-English test than those who passed E 102A.

ACT-English scores of 10 or below tended to indicate a student will have difficulty in the remedial course and tends to fail the E 102A course.

The ACT-English score range 15 down to 10 appears to include the majority of remedial students who survive the three English courses they are required to take at the university.

CHART 36

DIFFERENCES IN ACT-ENGLISH SCORES AND GRADES RECEIVED
IN E 102A BY FALL, 1967 MALE AND FEMALE REMEDIAL STUDENTS
STOUT STATE UNIVERSITY

English ACT Scores	Distribution of Grades Received E 102A by Remedial Students									
	A		B		C		D		F	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
15			1	6	9	25	2	10		3
14			1	5	4	13	1	6	2	2
13			1		4	5	1	7		2
12				2	3	3		1		1
11			1	2		5	1	1		1
10				1	1	2		2		
9					1	3		3		1
8			1	1		2		2		1
7				1		1		1		
6						1		2		
Totals Percent			5 22%	18 78%	22 27%	60 73%	5 13%	34 87%	2 15%	11 85%
			23		82		39		13	

Chart 36 reveals thirty-four (34) remedial English females passing English 102A in the Fall of 1967 and 123 male students passing; a total of 157 total students.

The ACT English Score range for the women was 8 - 15 for those receiving B's; 6 - 15 for men remedial students receiving the same grade. Of the 23 students of both sexes receiving B's 78% were men and 22% were women but these represent identical percentages of each sex (in other words, 14% of both men and women remedial English students received B's in E 102A). The women tended to get higher ACT-English scores with a mean of 12.2 while the mean for the men receiving B in E 102A was 11.0 in English.

A total of 82 remedial students received C in E 102a: 22 women (27% of those receiving C in E 102A) and 60 men (73% of the total receiving C). The 22 women receiving a grade of C in E 102A represents 65% of the total number of women remedial students taking E 102A, while the 60 men represents 49% of the men (65% of the women received C and 49% of the men received C in English 102A). The ACT-English mean score for women receiving a C grade in E 102A was 12.2 while for men receiving a grade of C it was a mean of 10.5.

Thirty-nine (39) remedial students received a grade of D in English 102A; 14% of the females and 28% of the males. There were twice as many men receiving D grade proportionately as women. The ACT-English mean score for D-women was 13.2 while the mean score for D-men was 10.5 in English.

The ACT-English range scores for remedial men receiving C and D was 6 - 15. The range ACT-English scores for women receiving C was 9 - 15 and 11 - 15 for those receiving D's.

There were 13 remedial students failing E 102A; 85% were men students. This represents 9% of the total men remedial students receiving grades in English 102A. Fifteen (15%) percent of those receiving F's were women; 85% were men. Six percent (6%) of the women remedial students received a failing grade in E 102A. The mean ACT-English score for those women failing E 102A was 14.0 while the ACT-mean English score for males failing E 102A was 11.7.

Women remedial English students tend to have higher ACT-English mean scores regardless of English grades received in E 102A be it A, B, C, D, or F. There is a significant difference in ACT-English mean scores between men and women receiving the same letter grades in E 102A. The table below shows differences of means.

TABLE 37

DIFFERENCES OF MEAN ACT-ENGLISH SCORES FOR MEN AND WOMEN

REMEDIAL STUDENTS RECEIVING VARIOUS GRADES IN ENGLISH 102A

STOUT STATE UNIVERSITY

	Grades Received in E 102A			
	B	C	D	F
Women	12.2	12.2	13.2	14.0
Men	11.0	10.5	10.5	11.7
Difference	1.2	1.7	2.7	2.3

SUMMARY, FINDINGS, AND CONCLUSIONS

It has long been recognized by college English instructors teaching Freshman Composition that a low achiever or a poor writer offers special problems of management. One of the easiest ways to learn of a student's mechanical problems in writing is to have him write an impromptu theme and follow this up with an objective test on writing. The weak writer tends to reveal, for example, his punctuation weaknesses in both tests (the essay or theme and the paper and pencil objective test). There appear to exist in some entering college freshmen with poor backgrounds in writing, a type of refusal to cooperate. It is often a struggle to keep this type of student from disturbing an entire class, to say nothing of continued "sad" performance in writing of essays on the part of this student. Some remedial students are of this type. This manifestation itself is probably worthy of study. The student with poor writing preparation is best placed in a writing clinic where he can receive a review of the fundamentals of writing. Very often it is necessary to work on a change of this negativism harboured for a non-credit course as well as a change of attitude toward writing and English as well as the specific skills either weak or lacking. The student receives "individual attention" in the writing laboratory (writing clinic). There are obviously varying degrees of inability and lack of preparation among remedial students; there is a wide range of preparation in the extremely diverse types of high schools from which these students come; there is a great diversity of English departments represented as well.

Approximately 50% of the students who are assigned to non-credit English dislike being assigned there and continue through the course objecting to such an assignment but not rejecting the help they are receiving. The majority who do satisfactorily in the course do admit it helped them "in several ways." Most instructors see progress made on the part of the remedial students, however little it might be. It is somewhat difficult to measure progress in attitude toward writing, for example. But it is equally difficult to measure total progress that a student makes from the time he is a first day freshman until he is a last day senior at a college too. The very mute question is: Has the student really progressed to the level that he is ready for the first standard or regular credit English course? This study does not attempt to answer that question. The study did find that 92% of the Stout State University freshmen who are assigned to the remedial non-credit English 101 and who completed it and took English 102A satisfactorily completed it. Less than ten percent failed the standard English course. Half of the students received a grade of C in the first standard English course while approximately one fourth received a grade of D. The remainder received B's.

Students with ACT scores in English below 15 Standard Score who go directly to E 102A (the first standard English credit course) tend to receive unsatisfactory or failing grades. In other words, they did not go to the assigned remedial course because they chose not to.

The remedial course helps to reduce appreciably the failures in Freshmen English. Most failures in Freshmen English come from poor

preparation in writing. But a low score alone (say of 15) on the ACT-English test may not mean that the student is a poor writer. He may be an average writer at the college level if he receives an ACT-English Standard Score of 15. This study tends to show that the majority of students in a remedial English class receive C's in standard Freshmen English. A C in English is roughly equal to an average writer.

Cumulative numbers involved in the remedial program are as follows:

To date the Total Number Assigned to E 101 (including repeats):	344	
Total Number Failing:	92	(27%)
Total Number Passing E 101:	252	
Percent passing:		(73%)
Percent passing E 102A		(92%)
Percent passing E 102B		(97%)

The student who satisfactorily completes E 102A tends to complete E 102B with a satisfactory grade.

The student who fails E 101 tends to fail another course during the two years studied. This is true of the E 102A failure as well as the E 102B failure. English alone is not the cause of academic dismissal. The other subject usually failed is mathematics.

Elements in the Profile of the Remedial English Student

at Stout State University

Mean high school grades	2.44 GPA
Mean English grade	2.05 GPA
Mean ACT-English	11.1
Mean Composite ACT	21.4

Per Cent Distribution of Grades Received by E 101 Students Taking English 102A

A - 2.2%	D - 26.2%
B - 13.3%	F - 8.1%
C - 50.2%	

Percent Distribution of Grades Received by Remedial English Students in English 102B

A	3%
B	25%
C	44%
D	24%
F	4%

Less than 10% of the students attempting the non-credit English course are academically dismissed; only 8% fail remedial English. This is a survival rate of 92%. The remedial student who later takes the two semesters of Standard Freshmen English tends to receive a C or D in the course (approximately 55% receive C's and 21% receive D's). Some 75% of the remedial students achieve C or D in E 102A and E 102B. They survive these courses. In previous years these students were the bulk of the failures.

Remedial students who satisfactorily pass E 102A tend to successfully pass E 102B. English is an effort for most of these students, but so is college an effort for them. They tend to receive the same grades in both the credit courses. None of these students has taken the Expository Writing course required in the junior year. It would be interesting to study the original group of remedial students when they take Expository Writing. The percentage of failures is less among those attempting E 102B than those attempting E 102A. However, the percent of those failing tends to remain constant with each group of remedial students from year to year; 8% failing, 92% passing in English 102A.

Women students enrolled in remedial English approximate 25% of the total enrollment of E 101. They tend to make higher mean scores on the English ACT scale and also Social Science, but their composite scores are nearly the same as those for men students taking remedial English. The women students as a group tend to receive higher grades in English courses. Percentagewise fewer women students are academically dismissed.

The remedial English course appears to be serving the purposes for which it was intended. It is a course which continues to be up-dated and revised to meet student needs as those needs change. Perhaps the needs are unique to this university; perhaps no two college or university Remedial English Programs are similar. It is a course where teaching innovation has taken place and is taking place. The students tend to accept the remedial English course for what it has to offer them once their attitude has changed favorably about remedial courses. Each student is asked to give a written evaluation of the course and the instructor. A friendly atmosphere prevails.

ACT-Standard Scores tend to be reliable predictors of success in both remedial English and Standard English. Their continued use as factors in student selection for one of the tracks of Freshmen English at Stout State University is recommended. Refinements in selective instruments is always an on-going consideration and should continue to be.

Further Research Needed

A further follow-up study is needed to determine how many of the original Fall 1966 E 101 group of Remedial English Students complete four years and graduate from the university. A study of the grades they receive in other English classes as well as all other courses is needed. Interviews with these students to ascertain specifically how they feel the remedial course helped them would seem to need to be made.

A close study of the various remedial groups to establish a profile of the remedial student is needed.

A study of the articulation of high school English and college English is needed. Identification of the college English remedial student in high school would be worthwhile.

A continuous refinement of the selection instruments for determining remedial students should be undertaken. A study of the selection instruments themselves should be undertaken.

A study needs to be made to determine how many of the remedial students are terminal students after the sophomore year. Part of that study should be addressed to the matter of whether the remedial student is really in need to Standard English. Perhaps a new course should be added to better fit his English needs.

A further study is needed to develop a more sophisticated and sensitive device and method of grouping students by their abilities. Perhaps the development of more materials for functional illiterate remedial programs is needed. More positive identification of students is needed. A study to determine the type and kind of identification is needed.

A study to determine the feasibility of offering the remedial program in the summer and requiring such student who would be selected for such programs to take the course in the summer as a condition of admission seems to be needed.

A study of how best to influence the high schools to do more and better preparing of the remedial student appears to be needed.

A study to determine the need or lack of need for the remedial English course in a university is needed.

APPENDIX

Basis for English Honors Selection

A percentile in English of 80 or above on the ACT will be the standard used to admit a student to English 102A Honors. If the student has no ACT score, he will be registered for a time block in English. If later adjustment of his section is needed to admit him to English 102A Honors on the basis of either the arrival of his ACT score or his demonstration in his 102A class that he has the qualifications for 102A Honors, that adjustment will be made within the English sections by the English department.

Basis for Other English Selection

All entering freshmen with an ACT percentile in English of less than 80 will be assigned a class time block for English with no course number indicated. Assignment to E 101 or E 102A will be made by the English Department between the date the student registers in the summer and the date he arrives in September. This assignment will be based on ACT percentile plus his writing ability as measured in the time block provided on his day of registration.

(1966-67 Policy of Department of English, Stout State University)

OBJECTIVES OF FRESHMAN ENGLISH
October, 1968
John B. Tokheim, Director of Freshman English, Stout State University

Introduction

Each instructor was requested to present written objectives for Freshman English. The opinions of students relative to the objectives of Freshman English were solicited. A group of students reacted to the written objectives submitted by the Freshman English staff. What follows is a compilation of course objectives and skills.

There is, of course, a wide gap between the most complete statement of aims and their realization. Between these two, there are the experiences, instructional materials, methodology, and the instructor's personality. Aims cannot be realized by their mere formulation, but they should be kept in mind if the instructor does not wish to waste his time and the time of his students.

Aims are important. Before starting on a journey, a traveler usually knows his destination. If he knows where he wants to go, he can better select a direct and economical route. He can decide how he should travel. General objectives are like the ultimate goals of a man traveling on a long journey. The stopping places en route are the specific aims or immediate goals. The mode of travel and route are the activities in Freshman English which enable the instructor and students to attain the objectives that are most significant. Unless the students and instructor have clearly in mind where they are going and unless they believe strongly in the value of their goals and the means of attaining them, there is a good possibility that their classwork will be irrelevant, purposeless, and valueless. Purposes help to define method; they also help to determine who and when.

Students were asked what they wanted from the Freshman English instructor and what they considered necessary to be successful in Freshman English. Some of the responses to the survey were as follows:

1. Develop appreciation for books, plays, concerts, and operas.
2. A sound background in grammar and composition.
3. Frankness, courtesy, and friendliness at all times.
4. Help in pointing out my difficulties in writing so that I can improve.
5. An inspiration to participate in various discussions which will enable the student to voice his opinions.
6. Devote more time to the study of vocabulary. An effective working vocabulary.
7. Discuss more controversial issues that are presented in the readings.
8. An ability to organize and to express ideas in a clear and orderly manner.
9. Effective and efficient reading and study skills and habits as well as good reading comprehension.
10. A demonstrated knowledge of the principles of punctuation and an application of same.
11. A knowledge of correct spelling and good usage and grammar.
12. An ability to write coherent, mature sentences.
13. An ability to write unified and coherent paragraphs with reasonable ease.
14. A knowledge of such resources as the dictionary, thesauruses, and handbooks.
15. Opportunities to write on topics that are of interest to me.

Freshman English

Students learn to write by writing at frequent and regular intervals and by having this writing conscientiously read and intelligently criticized. Student writing does improve during a year of Freshman English. Students learn to write better by better reading. Students who write best are usually those who have read the most.

The great obstacle faced by most freshman is not ignorance of grammar or mechanics, but limited vocabulary, unfamiliarity with common idioms, and lack of sentence sense --- in other words, a lack of feeling for the language. This feeling is acquired through reading.

Conferences with the student for the purpose of explaining writing techniques are important. This may be more valuable to the student than a dozen hours in the classroom.

English should not be regarded as a service course; nor as a mere skills course; nor as a course for weeding out students who lack academic ability. The true role of Freshman English is to provide students, as no other course can, with a liberal education --- liberal in the root sense of free. It should provide them with an introduction to ideas; a study of values, a chance to emancipate themselves from the appalling ignorance in which the great majority have hitherto existed --- ignorance of economic and political realities, of aesthetic principles, of religious and philosophical problems. The problems need not be attacked directly; they may be presented through the study of literature. Students cannot write well unless they have something to write about; and they cannot think to any real purpose (grow intellectually and function socially) unless they try to put their thoughts into words. This is a high undertaking; it is the rightful province of Freshman English.

There is a friendship which develops between the English instructor and the student. The student reveals his written thoughts and the English instructor reads them. He reveals his oral thoughts and the English instructor reads them. He reveals his oral thoughts and the instructor listens. The student is searching for a hearing --- someone who will listen to him.

A primary aim of every Freshman English instructor is that the student's language be for him an instrument of power and beauty. In order to write and speak and grow in power students must have content, initiative, and judgment. Instructors encourage the student to read extensively in both prose and poetry. Once the instructor has succeeded in arousing a real interest in good reading, he encourages his students to capture their own ideas. He urges them to trust their own thoughts. He makes it clear to the student that it is only when he has an idea in his own mind, and knows what he means, that he will succeed in conveying it to another.

Course Objectives, Purposes, Desired Outcomes, and Skills

1. To help the student to perform effectively, confidently, constructively, and graciously in his writing efforts.

2. To intensify the student's awareness of personal rewards accruing through purposeful writing.

3. To assist the student to strive for deeper understanding, sensitivity, and wisdom about language.

4. To reaffirm the student's responsibility to use the written word with care and respect.

5. To provide an opportunity for the student to read sufficiently widely a variety of good literature to enable him to be enriched and challenged.

6. To increase the student's overall sophistication in language.

7. To provide reading which will provide ideas for writing as well as an increased knowledge of the resources of language for the expression of those ideas.

8. To provide the student an opportunity to write.

9. To increase skill in organizing and presenting facts clearly and systematically.

10. To assist the student so that he may learn to distinguish between facts and opinions and between referential and emotive language.

11. To increase ability to use specific facts to support a general conclusion or recommendation.

12. To stimulate the student to read more than he has, and to think on more important subjects than ordinarily occupy his thinking.

13. To help the students to learn to express themselves, both orally and in writing, upon important problems and important people, with such correctness and clarity as should be expected from individuals with college training.

14. To raise the level of the student's skill in reading and writing expository prose. The minimum requirement is competence --- clarity, economy, and accuracy of expression.

15. To give the student some notion of the basic processes of language. A review of the English language --- its history, development, structure, grammar, correct and effective use.

16. To familiarize the student with the library and with research techniques. Concern here is with the ethics involved in writing the research paper as well as the mechanics of assembling, organizing, and documenting source material.

17. To develop in the student a mastery of mechanics, of punctuation, and usage practices that acceptable prose writing demands.

18. To give the student a knowledge of basic sentence patterns, grammatical forms, English usage, and the terminology pertaining to these so that he may generalize about the language, and analyze critically his own writing as well as the writing of others.

19. To teach and develop in the student certain abilities in the areas of rhetoric, such as the composing of effective sentences and logically developed paragraphs, the establishment of unity and transitions between paragraphs.

20. To teach the student the value of the dictionary, the grammatical handbook, the list of minimum essentials of mechanics, the thesarus, etc., as aids to develop power in the use of language.

21. To develop in the student a sense of pride, confidence, and self-respect of his own writing.

22. To develop the skills in reading and writing which a student requires to do successful work in college:

a. The basic reading skill necessary for this objective is intensive or analytical reading, specifically, the ability to locate the main statement or idea in a given text or paragraph and to point out how it is supported by other elements.

b. Extensive reading. By developing this skill, the student should be able to recover significant information from a lengthy text in a minimum period of time.

c. Writing abilities required for effective work in college are those involved in taking notes, writing essay examinations, and preparing term papers. They include the ability to write a precis, a paraphrase, or a summary that will recover meaning effectively; a clear process description, extended definition, or classification article; and an analysis or argument which answers a question thoroughly or firmly establishes a thesis.

23. To develop a capacity for profitable use of leisure through education in the use of the mass media, in literature, as well as speaking and writing.

24. To capture the rich satisfactions of creative activity in speaking and writing.

25. To guide the student into the safe channels of emotional release, leading to emotional poise, which are offered by speaking and writing.

26. To provide the unique aesthetic experiences present in literature.

27. To lead students to the development of a worthy set of ethical values with the aid of literature.

28. To promote in students the devotion to worthy causes which can emerge from the best literary experiences.

29. To promote in students those inter-group sympathies and that respect for the other man's right to his opinion which can which should emerge from the best literary experiences.

30. To train students to use language as a fundamental aid in correct thinking and in testing the thinking of others.

31. To show the student how language skill may assist him in solving his personal problems. Language ability expands with the individual's experience. English enriches personality by providing experience of intrinsic worth for the individual.

32. To show the student that language and expression are the necessary means of understanding the world and of using and organizing one's own experiential knowledge.

33. The most deeply effective form of language is literature; it is also the best route to communications English. Literature stands for humanity at a time when human values are not upheld as they used to be by religion and the home. Literature assists the individual to acquire a sense of what matters and an understanding of himself and his environment.

34. To develop in students an improved ability to communicate and a will to do so.

35. To assist the student to evaluate information, to recognize propaganda, and to differentiate between reports and judgments.

36. To assist the student to select and organize information for oral and written presentation in a systematic, logical, and significant manner.

37. To assist the student to communicate information with force and economy.

38. To assist the student to become more familiar with established standards of written usage on all levels of language. To assist the student to understnad the stratified nature of language and of the importance which people on all levels attach to appropriate usage habits which are appropriate among educated people.

39. To help students to show, by means of their writing, their penetrating understanding of the many levels of meaning of some of the literary masterpieces of the world.

40. To prepare the student for the demands that will be made upon him during his college years, in his chosen profession and in his private life. Assist him to write a well organized, informative paper, using acceptable grammar, spelling, and punctuation. To assist him to recognize effective descriptive, narrative, and expository writing.

Some Desirable Skills in English for the Stout State Freshman

1. Recognize and compose acceptable, simple, compound, complex, and compound-complex sentences. To demonstrate ability to use the various kinds of sentences to achieve sentence variety. Form sentences that are logical, coherent and unambiguous.

2. Basic command of sentence elements as revealed by a standarized test on grammar and usage:

    1. Connectives
    2. Fused and run-on sentences
    3. Clauses and phrases
    4. Fragments and incomplete sentences
    5. Faulty relationships of sentence elements
        a. Agreement
        b. Faulty parallelism
        c. Misrelated modifiers
        d. Faulty complements
        e. Unnecessary and awkward shifts in subject, voice, mood, or tense of verbs
        f. Inconsistency in style or level of usage
        g. Awkward separation of sentence elements
        h. Incomplete constructions
        i. Illogical constructions
        j. Mixed constructions
    6. Nouns: plurals and possessives
    7. Pronouns: case and classes
    8. Pronouns: agreement and reference
    9. Verbs and complements
    10. Verbs: verbals, agreement, voice, mood, tense, principal parts
    11. Adjectives and adverbs
    12. Modifiers: dangling and misplaced

3. Basic command of punctuation and mechanics in the sentence as measured by standardized test and writing sample:

    A. Punctuation
        1. Apostrophe
        2. Brackets
        3. Colon
        4. Comma
        5. Dash
        6. Ellipsis
        7. Exclamation Point
        8. Hyphen
        9. Italics
        10. Parentheses
        11. Period
        12. Question mark
        13. Quotation marks
        14. Semicolon

    B. Mechanics
        1. Abbreviations
        2. Capitalization
        3. Numbers
        4. Manuscript Form
        5. Outline Form
        6. Syllabification
        7. Spelling

4. Skill in using college dictionary

5. Competence in word usage as measured by test: (examples)

1. a, an
2. accept, except
3. all right, alright
4. almost, most
5. as, that
6. like, as
7. bad, badly
8. farther, further
9. different from, different than
10. get, got
11. imply, infer
12. set, sit
13. lie, lay
14. sure, surely
15. will, shall

6. Employ transitional elements to achieve fluency and coherence in writing. Demonstrate ability to make adequate transitions between sentences and paragraphs.

7. Demonstrate ability to narrow a subject to an effective theme statement.

8. Demonstrate ability to produce a sentence outline on a given narrowed topic.

9. Demonstrate knowledge of the relative worth of individual words and ideas within a sentence and to place them in positions that correspond to their importance.

10. Demonstrate knowledge of a periodic sentence and its effective use.

11. Demonstrate knowledge of the nature and function of parallelism in the sentence.

12. To recognize and compose an effective topic sentence and explain its function within the paragraph.

13. Demonstrate the ability to write clearly, concisely, simply, and directly avoiding the use of jargon, euphemism, faulty figures of speech, pompous words, and roundabout phrases.

14. Demonstrate ability to use specific and concrete details and to use details in support of or in place of generalizations.

15. To demonstrate the structure and use of five of the common kinds of paragraph patterns:

    1. Particularization
    2. Comparison or contrast
    3. Elimination of negative details
    4. Illustration and instance
    5. Composite

16. Demonstrate ability to think logically by evidencing same in one's writing. Demonstrate both the deductive (general to particular) and inductive (particular to general) process of reasoning.

17. Demonstrate knowledge of the fundamental rhetorical terms and principles of the four types of written discourse: description, narration, exposition, and argumentation.

18. Demonstrate knowledge of paragraph unity, coherence, and emphasis.

19. Demonstrate ability to compose paragraphs of 75-200 words in length and in sufficient depth to reveal knowledge of the subject being written on.

20. Demonstrate ability to use standard library references and to document facts garnered from the pursuit of researching. Attention to detail. Ability to handle facts and interpret same.

21. Be able to reveal in each sentence in any good paragraph whether the sentence points forward or backward in the paragraph.

22. Determine precisely what the function of a given sentence is within a given paragraph. Evidence the ability to reveal this function in grammatical and rhetorical terms.

23. Demonstrate the use of concrete, specific words and active verbs to produce "strong" sentences.

24. Demonstrate the ability to skillfully revise one's own writing endeavors.

25. Demonstrate proficiency in spelling as measured by standardized test and as revealed in one's own writing.

26. Demonstrate the ability to produce acceptable penmanship.

27. Evicence the practice of effective English by sentence clarity, economy of words, and appropriateness in one's writing.

28. Evidence appropriate tone in writing. Like good manners, good tone is the result of a sympathetic and imaginative understanding of the needs and feelings of others. Avoidance of talking down to the reader. Use an appropriate level of usage. Avoid trying to impress someone with one's vocabulary.

29. Demonstrate ability to organize material being presented through an acceptable plan of organization for paragraph development.

30. Demonstrate ability to become sufficiently detached from one's writing to become constructively critical of it and accept the criticism of others concerning it.

John B. Tokheim
Director of Freshman English